

REVISED

THE PUPILS'

OWN VOCABULARY

# SPELLER

BOOK 2


GRADES  
IV  
V  
VI

CURRICULUM

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAENSIS







Digitized by the Internet Archive  
in 2016 with funding from  
University of Alberta Libraries



# THE PUPILS' OWN Vocabulary Speller

*By*

ARTHUR I. GATES

HENRY D. RINSLAND

INA C. SARTORIUS

CELESTE COMEGYS PEARDON

GRADE

4

REVISED CANADIAN EDITION

*Authorized in Ontario, Nova Scotia, Quebec and Saskatchewan*

TORONTO

THE MACMILLAN COMPANY  
OF CANADA LIMITED

COPYRIGHT, CANADA, 1947, 1951

By

THE MACMILLAN COMPANY OF CANADA LIMITED

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Mimeographing or reproducing mechanically in any other way passages from this book without the written permission of the publisher is an infringement of the copyright law.

#### ACKNOWLEDGMENTS

The word lists in this speller are based on Rinsland's *A Basic Vocabulary of Elementary School Children* (The Macmillan Company). The hard-spot exercises are based on findings incorporated in Gates' *Spelling Difficulties in 3876 Words* (Bureau of Publications, Teachers College, Columbia University). Besides including all the words of the well-known Jones list, which has often been reprinted in full, the composite list of spelling "demons" is based in part on data found in Grant, Bracher, and Duff's *Correctness and Precision in Writing*, Form D (Houghton Mifflin Company); in part on the Fitzgerald list, included in an article by Fitzgerald and Brittain (*Elementary English Review*, February 1942); and in part on the Prairie City Appraisal, by Swenson and Caldwell (*Elementary School Journal*, October, November, and December 1948). It is used by permission of the several publishers.

PRINTED AND BOUND IN CANADA

UNIVERSITY  
OF ALBERTA LIBRARY

## To the Teacher

*The Pupils' Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The *Revised Edition* incorporates refinements of teaching techniques based on recorded experience, with additional study helps and increased emphasis upon words commonly mis-spelled. Vocabulary building is emphasized and extended. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual*, which the teacher is urged to study carefully.

**The Vocabulary.** This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade IV. The 434 most important words are introduced in the 34 basal weekly lessons. Each of these words is very thoroughly taught.

A group of 183 words of less importance, called "Your Extra Words", is listed on pages 127 and 128, in the order of their importance. The extra words are also included in the dictionary, pages 99-127, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. It is further suggested that the teacher encourage each pupil to keep a list of words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "very own words". Thus, independent spelling ability—the major objective of instruction—is achieved. (Section 2 of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)

**The Method of Study.** These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained in Section 3 of the manual.

**The Weekly Programme.** The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Peardon. He then examines each word in the spelling list and re-reads the story. Then he writes the words. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 13, for example.)

The third step is a test of spelling. A special feature of this series is the suggestion of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme. (See page 14, for example.) Following the test come the correction of the words, a study of the errors, and a re-study of the words missed. Sections 7 and 8 of the manual give suggestions for making this diagnosis and re-study highly valuable.

The last step is the final weekly test. Words missed on this final test should be recorded correctly in the pupil's notebook. At the time of the final test the following week the pupil is again tested on these words, after having reviewed them.

**The Dictionary.** Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up—on the first day if possible—and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

**The Word-Enrichment and Generalization Programmes.** These spellers embody a most carefully worked-out programme for

enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study*—an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the *Teachers' Manual*, Sections 4, 6, and 10.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

**Aids to Learning Specific Words.** These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guesswork. This programme is explained in Section 7 of the manual.

**The Problem of Reviews.** Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review in Section 8 of the manual.

**Pre-tests and Final Tests.** A pre-test, half-year test, or final test may be made up by choosing at random one or more words from each of the 34 lessons. A random sampling of words from the extra-word list may also be used for periodic tests. For suggested use of test results see Section 9 of the manual.

The Authors.

## Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
												13	13	13	13	13

Make a progress chart like the one above in your "Word Book". You will have to make it for 34 weeks. Your teacher will help you.

1	2	3	4	5	6	7
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12

### How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 11 words right the first week, draw a circle around 11. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 11 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

## Last Year's Extra Words

It will help you to know how to spell all these words. Those at the beginning of the list are the most important.

- |                |                     |              |
|----------------|---------------------|--------------|
| 1. legs        | 33. grandpa         | 65. queen    |
| 2. sky         | 34. someone         | 66. shoot    |
| 3. baseball    | 35. spend           | 67. cute     |
| 4. roses       | 36. taught          | 68. ink      |
| 5. operetta    | 37. blackboard      | 69. kitchen  |
| 6. radio       | 38. camp            | 70. add      |
| 7. iron        | 39. coloured        | 71. dish     |
| 8. pool        | 40. ears            | 72. hall     |
| 9. reader      | 41. hay             | 73. hide     |
| 10. seals      | 42. jack-o'-lantern | 74. log      |
| 11. world      | 43. kite            | 75. nurse    |
| 12. arm        | 44. programme       | 76. roll     |
| 13. lamp       | 45. recess          | 77. bet      |
| 14. moth       | 46. stopped         | 78. bigger   |
| 15. else       | 47. alone           | 79. chalk    |
| 16. fairies    | 48. flat            | 80. peanuts  |
| 17. iceberg    | 49. forgot          | 81. awful    |
| 18. weapons    | 50. fur             | 82. born     |
| 19. art        | 51. slippers        | 83. bunch    |
| 20. chart      | 52. twenty          | 84. piano    |
| 21. such       | 53. bite            | 85. porch    |
| 22. decided    | 54. farmer          | 86. auto     |
| 23. shell      | 55. snowing         | 87. clown    |
| 24. rubber     | 56. telephone       | 88. horn     |
| 25. machine    | 57. hind            | 89. later    |
| 26. mice       | 58. sang            | 90. picnic   |
| 27. month      | 59. buggy           | 91. rang     |
| 28. popcorn    | 60. gloves          | 92. tie      |
| 29. shirt      | 61. storm           | 93. track    |
| 30. automobile | 62. excuse          | 94. addition |
| 31. burned     | 63. notebooks       | 95. aunt's   |
| 32. desk       | 64. pin             | 96. without  |

## Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. The page numbers refer to the page on which the word appears.

### Grade IV

center	128
favorite	32
good-by	22
living room	128
neighbor's	128
plow	128

### Grade V

ax	48
dining room	38
favor	64
honor	48
pajamas	60
theater	50

### Grade VI

center	86
defense	54
honorable	144
labor	78
mold	144
neighbor	32
woolen	90



## How to Use Your Book

### *First Day. See Your Words.*

Read the story. As your teacher says each new word, look at it carefully and say it after her. Then find each new word in the story and write it on your paper the way it is in your book.

### *Second Day. Know Your Words.*

Do everything under "Know Your Words". You will enjoy using your new words. Before you write each word, look at it carefully in the list under the story. Be sure to spell it right.

In the spelling dictionary at the back of your book you will find your new words for each week. All of the words are in the order of the alphabet. After each word you are told how to say it and what it means. If you do not know what a word means, be sure to look it up in your dictionary. At first the part that tells how to say the word will not mean much to you. After you have studied a number of the lessons, this part will become clearer. Your teacher will help you to use your dictionary.

### *Third Day. Write Your Words.*

Count the words in your lesson. On a piece of paper write that many numbers. Write each word as your teacher says it. Be sure to use your best writing and to spell each word correctly. Your teacher will help you find each word you missed. Cross out each word you missed and write it again just as it is in your book. Be sure to save your paper to use tomorrow.

### *Fourth Day. Study Your Words.*

Study the words you missed yesterday and review

the words you missed last week. This is the way to study them:

1. Look at the first word you missed and say it to yourself. If it has more than one part, or syllable, say it again, one syllable at a time. Look at each syllable as you say it.


2. Look at the letters and say each one. If the word has more than one syllable, divide the letters into syllables when you say them.

3. Write the word without looking at your book.

4. Now look at your book and see if you spelled the word correctly. If you did, write it again and then look at your book again. Do this once more.

5. If you did not spell the word correctly, see which letters you missed. Go through steps 1 and 2 again, looking very carefully at the letters you missed. Then do steps 3 and 4 again, until you have written the word correctly three times without missing.

6. Study each word you missed in this same way.

You will see a little sign like this [  ] in front of many words. Be very careful with such words. Many children have missed them. These are called **demon words**. You will want to spell them correctly.

Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words of which you should make a list. Your teacher will tell you about this. Study these in the same way as the words you missed.

### *Fifth Day. Write Your Words Again.*

Number your paper for as many words as there are in your lesson. Write each word carefully as your

teacher says it. She will help you find the words you missed. Cross out each mis-spelled word and write it the way it is in your book. On your progress chart in your Word Book mark the number you spelled correctly. Your teacher will show you how to make a Progress Chart. (See p. 6.)

Write the words you missed in your Word Book, which your teacher will help you make. If you learned some extra words or some of your own words, write them there, too. At the end of your lesson add any of your extra words or your own words that you missed. If you missed any of last week's words again, write them in your Word Book. Do the same for all words you mis-spell in other subjects besides spelling. Review them when you have time. Some time your teacher will test you on them.

\* \* \* \* \*

There are a few words which may be spelled in two ways, both of which are considered to be correct. One way is given in your lessons, or in "Your Extra Words". These are marked with a dagger. The other is shown in a list on page 8.

This list includes words taught in this Series, for which there are alternative spellings. Your teacher will help you to choose your way of spelling such words. Remember always to use the one you select.

*To the Teacher: Below is given in detail a full week's work on the first group of words in this book. It is suggested that the same procedure be followed in subsequent weeks.*



## At the Toy Shop

Peggy Jo and I love shopping—not just going to the market with Mother and buying a pound of meat and five pounds of potatoes. We love going to the big stores that sell things which cost a great deal. I don't care if I have not a penny in my pocket—I can just look!



So we were very excited when our rich aunt took us to the big toy shop. Never in my whole life had I seen such bicycles, such wagons, such guns, such doll houses, such dolls! We hung over the dolls. Peggy Jo held one of the largest dolls. As she was putting it back, it slid to the floor and broke into many pieces.

Our aunt had to pay for the doll. It must have cost a great many dollars and cents, but she said nothing. Peggy Jo cried all the way home!

## See Your Words

1. Read the story. Look at your new words and say them.

2. Find each new word in the story and write it on your paper:

market	cost	rich	pay
pounds	penny	shop	dollars
sell	pocket	life	cents

## Know Your Words

1. On your paper write **cost**, **life**, and **rich**. Then write the letters of the alphabet. You will see that these words are written in alphabetical order.

Write the new words that begin with **s**. Now look at the second letter of each word and write them in alphabetical order.

Write **pocket**, **pay**, and **penny** in alphabetical order. After them write **pounds**. The first two letters in **pocket** and **pounds** are the same. Look at the third letter and decide how to put them in alphabetical order. Did you write them in that order? Make sure that you did by finding them in the alphabetical dictionary on pages 99-127.

2. Write the words with the double letters **ll** and **nn** in them.

3. On your paper write **dollar**. Now add **s** to **dollar**. **Dollars** means more than one dollar. **Dollars** is called the **plural** of **dollar**. Write the plurals of these words by adding **s**: **cent**, **pound**, **pocket**, **shop**, and **market**.

4. Say **cost** and **cents** softly to yourself and notice how the **c** sounds in each. In **cost** the **c** is like the **k** in **keep**. This is called **hard c**. Write **cost** and after it write **hard c**. In **cents** the **c** is like the **s** in **see** and is called **soft c**. Write **cents** and after it write **soft c**.

5. Write these words, filling in the missing hard spots:  
p — —, p — — nds, po — — et, pe — — —, c — — st, doll — rs,  
— ents, mark — —, sh — p, s — ll, ri — —, li — —.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Mother gave me fifty \_\_\_\_\_ to buy some things at the store.
2. Did you \_\_\_\_\_ attention when she told you what to buy?
3. We like to \_\_\_\_\_ in the big stores when we go to the city.
4. Have you ever bought any meat in the meat \_\_\_\_\_?
5. My aunt has lived in the same house all her \_\_\_\_\_.
6. The people who live in that beautiful big house must be \_\_\_\_\_.
7. Last week I weighed eighty-one and a half pounds.
8. What kind of candy did you buy with that \_\_\_\_\_ I gave you?
9. How much did your new coat and hat \_\_\_\_\_?

10. I always keep a handkerchief in my \_\_\_\_\_.
11. Did the farmer \_\_\_\_\_ your father any chickens?
12. Daddy paid twelve \_\_\_\_\_ for the chickens he bought.

2. Cross out the words you missed and write them the way they are in your book.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book", under "Fourth Day". This comes just before lesson 1.

2. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary on pages 99-127 or some of your own words, if you have any.

## Write Your Words Again

1. On a piece of paper write your new words as your teacher says them.

2. If you learned some extra words or some of your own words, write them, too.

3. Write the words you missed today in your Word Book. Spell them correctly.

















## Months and Days

Do you know how the twelve months and seven days got their names? In the early Roman times March was the first month. September, October, November, and December came from words meaning **seven**, **eight**, **nine**, and **ten**. When Julius Caesar was the Roman ruler, he made the year begin with January. July was named in his honour, and August in honour of Augustus.

January was named for the Roman god, Janus, and February, for a Roman feast. March was named for the god of war, Mars. No one is sure where the names April, May, and June came from.

Some of these names are so long that they have abbreviations, or short forms. What months do **Sept.**, **Oct.**, **Nov.**, **Dec.**, **Jan.**, and **Feb.** stand for?

Our words for the days of the week came from the early English people called Angles and Saxons. Like the Romans, they named the days for the sun, moon, and planets, but they used the names of their own gods in place of the Roman gods. Sunday and Monday were for the sun and moon. Tuesday, Wednesday, Thursday, Friday, and Saturday came from names for the planets.

 Oct.	 Nov.	 Dec.	 Jan.
 Feb.	 April	 February	
 twelve	 Monday	 Tuesday	
	 Wednesday	 Thursday	



## Know Your Words

1. Write the letters of the alphabet on your paper. Write both capitals and small letters.

What letter comes after **l**? Write the day of the week that begins with that letter. Be sure to begin the days of the week with capital letters.

What letter comes before **u**? Write two days beginning with this letter.

What letter comes after **v**? Write the day of the week that begins with that letter.

2. Write **February**. Do not leave out the first **r**. **Feb.** is a short way to write **February**. The short form of a word is called an **abbreviation**. Always put a period after an abbreviation.

The months of the year and their abbreviations always begin with capital letters. Write the abbreviation for **February**.

3. Write the abbreviations for these months:

**October**      **November**      **December**      **January**

4. Write the spring month that begins with the first letter of the alphabet.

5. Write the word that tells the number of months there are in the year.

6. Write the four words that end with the little word **day**.

7. Write the abbreviations for the month in which **Hallowe'en** and **Thanksgiving** come.

8. Write these words on your paper, filling in the missing hard spots: **Ap** — — **l**, **M** — — **day**, **T** — — **sday**, **We** — **n** — **sday**, **Th** — — **sday**, **J** — —., **D** — —., **F** — **b.**, **twel** — —, **Feb** — — — **ry**.



## Doctor Owl

The wise old owl was the doctor who took care of most of the little animals in the forest. One evening as he sat at the door of his tree house, a lady squirrel climbed slowly up toward him. "Hello!" cried Doctor Owl. "What brings you here?"




The squirrel seated herself on a branch of the tree and said in a sad voice, "I'm sick, Doctor, very sick."

"Is that so? And where do you feel ill—head or body?"

"Body," said the squirrel. "It's my heart, Doctor. I'm nearly dead!"

The wise old owl laughed to himself and thought, "Nothing the matter with that heart—just been filling herself too full of nuts!" Out loud Doctor Owl said, "Well, I'll give you a bottle of something that will fix that in short order." He brought out a brown bottle. "This will cost you three mice," he said.

"I'd be dead before I can ever pay for it, Doctor," said the lady squirrel as she carried the bottle slowly down the tree trunk. But on each of the next three evenings a dead mouse was laid at old Doctor Owl's door. This lady squirrel always paid what she owed. That was only being honest.

dead	 laid	squirrel	lady
owl	body	heart	 doctor
ill	mouse	bottle	 hello

## Know Your Words

1. Write the new word that means:

- |                                 |            |
|---------------------------------|------------|
| a. part of the body             | c. a bird  |
| b. the opposite of <b>alive</b> | d. a woman |

2. Write two words for animals that have four legs.

3. The letters **a**, **e**, **i**, **o**, and **u** are called **vowels**. A long mark over a vowel (ˉ) shows that the vowel has a long sound, like the **a** in **tāke**. A short mark (˘) shows that the vowel has a short sound, like the **a** in **căp**.

Write these words, putting the long and short marks over the first vowel in each word.

### Long Vowels

ā take  
ē eve  
ī hide  
ō show  
ū use

### Short Vowels

ă cap  
ĕ ten  
ĭ hid  
ŏ shot  
ŭ up

Now write these new words and mark the long and short vowels: **bottle**, **hello**, **ill**.

4. Notice on page 18 that **doctor** is sometimes written **Doctor**. The capital **D** is used when **Doctor** is part of the doctor's name, like **Doctor Smith**. The abbreviation for **Doctor** is **Dr.**, with a capital letter and a period. But **doctor** (with a small **d**) does not have an abbreviation. Write the abbreviation for **Doctor Owl**.

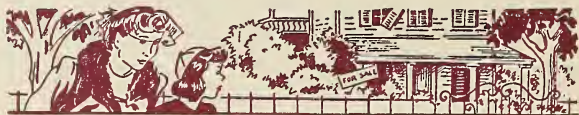
5. Write in alphabetical order the words that begin with **b**, **h**, and **l**. Look at the third letter in each word.

6. Write these words, putting in the missing hard spots: sq — — rrel, o — —, i — —, h — — rt, he — — o, bo — y, bo — — — e, d — — d, do — t — r, l — — d, lad —, m — — se.



## The House on Grand Street


Strange and lonesome, the big house on Grand Street was always an interesting place to me. One day Mother and I were taken into it by a man from the bank. The house was to be sold.



It was beautiful inside, with thick rugs and fine furniture upstairs and downstairs. Dust was everywhere, but otherwise the house looked as if people had lived in it only yesterday. Some dishes and a glass or two were still on the table, and on the floor beside a big chair was an old newspaper.

Upstairs, clothes were laid out in the father's and mother's room. Toys and a broken doll lay on the floor in the little sister's room. A sewing basket and a rocking chair told which was the grandmother's room.

What had happened, to take this family away so very, very suddenly? Surely it must have been something sad. I felt sad myself as I walked out on Grand Street again.

sold	broken	sister's	furniture
glass	 clothes	father's	downstairs
taken	upstairs	mother's	grandmother's

## Know Your Words

1. An apostrophe before s ('s) usually means that something belongs to someone. We say that it shows **possession**. Write the four new words that show possession.

2. Make new words from old by adding:

a. **up** and **down** to **stairs**.

b. **n** to **broke** and **take**.

3. Write **clothes**, **sold**, and **broken** and mark the **o** in each word with a long (ˉ) or short (˘) mark, whichever is right. Now write **taken** and mark the **a** with the mark that shows its sound.

4. Write in alphabetical order the words that begin with **f**, **g**, and **s**. You do not have to look beyond the second letter in any of these words. Why? Check yourself by finding the order of these words in your alphabetical dictionary.

5. The word upstairs has two parts: **up** and **stairs**. Write it with a space between the two parts, like this: **up stairs**.

Each part of a word is called a **syllable**. Write in syllables these words: **taken**, **downstairs**, **sister's**, **broken**. Find these words in your dictionary and see if you divided them in the right places.

6. Write the word that sometimes means:

a. chairs and tables

b. dresses and coats

c. something to drink from

7. Write these words, putting in the missing letters:  
**mo** — — **er's**, **tak** — —, **fath** — — **'s**, **furni** — — — —, **gla** — —,  
**gra** — — **mother's**, **si** — — **er's**, **s** — — **d**, **upst** — — **rs**,  
**br** — — — —, **clo** — — — —, **d** — — **nst** — — **rs**.





## Gold

Just about one hundred years ago the exciting news reached the East that gold had been discovered on the west coast. People went wild. Their heads were filled with dreams of gold, and they felt they would use any means to get there at once.

Several parties were made up in Ontario and Quebec to travel to British Columbia. A great number of people left their homes and said good-bye to their friends. They met at St. Paul, and from there took the stage to Georgetown on the Red River. From there a steamer took them to Fort Garry.

Here they had to begin the trail across the prairies, which had to be followed by ox-cart and on foot. It was a long, slow journey. When the prairies were passed, there were still the Rockies to be crossed. The travellers ran short of food during the trip, and many men and animals were lost in the wild rivers.

The party got there finally, but many of the people did not find any gold. Instead, they made their living by opening stores, building houses and working farms.

gold	coast	travel	 instead
west	means	during	 good-bye†
begin	filled	number	followed

## Know Your Words

1. Some words have only one part, or syllable. Write the five new words which have only one syllable. Each of the other seven words has two syllables. Write each one, leaving a space between the two syllables. Find each word in your dictionary and see if you divided it in the right place.

2. Write **travel**. Double the **l**. Add **ed** and write **travelled**. How have you changed the meaning? Write **travelling**. Make up a sentence with **travelling** in it.

3. Make new words from old:

a. Change **a** to **i** in **began**. Now write these sentences, using **begin** and **began**:

The man will \_\_\_\_\_ to build the house tomorrow.

The man \_\_\_\_\_ to build the house yesterday.

b. Write **followed** and **filled** without the **ed**. Write **followed** or **follow** in these sentences:

The dogs \_\_\_\_\_ him home every day now.

The dogs \_\_\_\_\_ Mary home yesterday.

4. Write **good-bye**, being sure to use the little mark called a **hyphen** between **good** and **bye**.

5. Write the word that means:

a. a direction

e. a way

b. the land along the ocean

f. a valuable metal

c. to go on a trip

g. in place of

d. a figure, such as 1, 2, 3

h. in the time of

6. Notice that when **West** and **East** mean parts of our country, they are spelled with capitals.

7. Write your new words, filling in the missing letters:  
w — st, c — — st, d — — ing, fo — — owed, fi — — — — ,  
go — — , inst — — d, beg — n, m — — ns, trav — — ,  
n — — ber.





## The Ghost Party

Bob Burton was excited when he got to Johnny White's Hallowe'en party. There was to be a ghost hunt. Johnny told the boys and girls to start at once to hunt for the ghost. It was fun to pretend they believed in ghosts.

The house was almost dark, lighted only by candles. "I wonder where it could be?" thought Bob, as the other boys started upstairs. "I believe I might try the cellar!"



He felt very grown up and brave going down the cellar stairs alone. In one corner lay an old trunk. Bob stood still to listen. Not a sound. He came closer. He started to raise the top of the trunk. Inside he saw a white form with shining eyes!

Bob was scared. He screamed and raced up the cellar stairs. Behind him came the ghost, which dropped its white covering. There stood Johnny's big brother!

scared

dropped

listen


wonder

form

trunk

 believe

lay

 raise

grown

stairs

ghost



## Know Your Words

1. Make new words from old:

- a. Add **n** to **grow**. Write these sentences, using **grow** or **grown** in each:

The corn will \_\_\_\_\_ fast in June.

This corn was \_\_\_\_\_ in our garden.

- b. Double the **p** and add **ed** to **drop**. Write these sentences, using **drop** and **dropped** in each:

The nuts will not \_\_\_\_\_ until they are ripe.

When the nuts have \_\_\_\_\_, we will gather them.

2. Write the words that begin with **be**, **for**, **st**, **tr**, and **gh**.

3. Write the word that ends with **er**.

4. Write two words ending with silent **e**.

5. Write two words ending with **ed**.

6. Write these words in alphabetical order:

listen    ghost    lay    grown    stairs    scared

7. The letter **a** comes before **b** in the alphabet, and **c** comes after **b**. Write the letters **c**, **h**, **l**, **o**, **q**, and **t**, leaving a space before and after each. In front of each letter write the letter that comes before it in the alphabet. After each letter write the letter that follows it in the alphabet.

8. Write these sentences, putting **lay** or **laid** in each:

a. We — — — — our books there two hours ago.

b. We — — — down and went to sleep.

9. Write **believe**. Be careful of the **ie**. Write **receive**. Be careful of the **ei**. Sometimes **ie** and **ei** sound alike.

10. Write these words, filling in the missing letters:  
g — — st, gro — n, w — nder, tr — nk, bel — — ve, la — ,  
l — s — en, f — — m, dro — — ed, st — — rs, scar — d, r — — se.

## Some Review Words

February	pocket	believe	father's
raise	doctor	clothes	grown
instead	filled	Wednesday	Jan.
market	listen	dropped	Tuesday
hello	during	Oct.	wonder
Dec.	good-bye	pounds	downstairs
laid	ill	means	trunk
rich	lay	form	twelve
furniture	glass		

## For Dictation

In April Doctor Brown was presented with a gold watch which cost several hundred dollars. When he begins to travel to the west coast, the gift, which touched his heart, will be with him. A number of people followed him to the station to say good-bye.

An Indian boy, with twenty-five cents in his pocket went to the market to buy a bottle of milk. On the way home he saw a dead squirrel by the side of the road. He dropped his glass bottle on the ground while he buried it.

## Know Your Review Words

1. Write **raise**. Add **d** to make **raised**. Add **s** to make **raises**.

2. On your paper write the following words: **hello**, **filled**, **good-bye**, **ill**, **glass**, **dropped**. Draw a line under the double letters.

3. Write the abbreviations for **February**, **December**, **October**, **January**, **Tuesday**.

4. Write the following in alphabetical order: **furniture**, **filled**, **form**, **February**, **father's**, **followed**. Check yourself by finding the order of these words in your dictionary.

5. Write in syllables these words: **instead**, **market**, **believe**, **wonder**. Find these words in your dictionary and see if you divided them in the right places.

6. The words in the first column are words in your spelling lessons. Following each, you will see one or more words made from the spelling word. Copy the new words made. Can you tell how the new words were made?

**pay**  
**broken**

**begin**  
**dropped**  
**sell**

**pays**  
**broke**  
**began**  
**drop**  
**sells**

**paying**  
  
**begun**  
**dropping**  
**selling**

7. Write the word that means:

a. sick

b. to go on a trip

c. hear and pay attention to

d. within the time of




## Homing Pigeons

Thousands of “feathered soldiers”—the homing pigeons—belong to the army. They are very important because they are able to carry messages written on pieces of paper about two inches long, tied to their feet. No matter how long or short a distance from home they are taken, the minute they are free, homing pigeons fly straight back.

Homing pigeons are often carried in army airplanes. If the plane falls into the sea or lands in some far away place, the homing pigeons will carry back a call for help. You can see how useful these birds are in time of war to men who are in trouble.

Setting these pigeons free from a fast-travelling airplane is not easy. You could hardly open the door and just let the birds out. The strong wind made by the plane’s rush through the air would drive them back against the plane. Instead, the pigeons are placed in cages and dropped. When each cage is about ten thousand feet, or a little less than two miles, above the ground, the door opens by itself. The pigeons beat their wings, turn about, and start for home. No one really understands how they find their way.

able	free	cage	 straight
pigeons	inches	drive	army
soldiers	strong	wings	short

## Know Your Words



1. The **a** in **able** is long. Write **able** and **cage** and mark the **a** in each. Write **pigeons**, **wings**, and **inches** and mark the short **i** in each.

2. Write the plural by adding **s** to: **pigeon**, **soldier**, and **wing**.

3. Write **free**. This is a word of one syllable. Write six other words having only one syllable.

Write **army** and **able** to show that they have two syllables, like this: **ar my**, **a ble**.

4. Write **cage**, **drive**, and **straight**. The **e** in **cage** and **drive** is not heard. The **igh** in **straight** is not heard. These letters are **silent**. Draw slanting lines through the silent letters, like this: **cage**, **drive**, **straight**.

5. Write in alphabetical order the four words that begin with **s**. You will need to look at the fourth letter in **strong** and **straight**. Look up these four words in your dictionary to see if you have put them in the right order.

6. Write the word which is the plural of **inch**.

7. Write the word with double **e** in it.

8. Write these words, putting in the missing letters:  
**pig** — — **ns**, **sol** — — — **rs**, **strai** — — **t**, **st** — — — **g**, **sh** — — **t**,  
**dr** — **v** — , **w** — — **gs**, **ab** — — , **ar** — — , **inch** — — , **fr** — — ,  
**ca** — — .



## A Letter from Camp

Dear Uncle Tom:


I thought you would like to hear how I am getting along at camp. Well, it's fine. There are about sixty boys here, and we sleep in tents, two boys to each tent. It's a good thing the food is good, because I feel hungry all the time. We swim in the lake early in the morning, and we play games and go on hikes in the afternoon.

Yesterday something funny happened. Bob Jones, the other boy in my tent, was trying to climb an old apple tree. He tore a hole in his pants going up, and then his foot caught between two branches and he couldn't get down. The lunch bell rang, and there was Bob stuck in the tree.

Finally one of the boys got a pole and poked at Bob's shoe until it was free. But Bob said his foot hurt too much to climb down. So the other boy leaned the pole firmly against the tree, and before we knew it Bob was sliding down to the ground. We all laughed a lot. I wish I could paint you a picture of Bob sliding down the pole.

Sincerely, Jack

P.S. One boy's father came up last week and started a singing club. Now we sing every night at camp-fire. J.

sliding	pants	feel	paint
boy's	climb	stuck	pole
club	P.S.	tent	 sincerely

## Know Your Words

1. Words rhyme if they end with the same sound. Write the words that rhyme with **wheel**, **hole**, **riding**, and **truck**.

2. Write **pole** and **climb** and mark the long vowels. Write these words and mark the short vowels: **club**, **pants**, **slid**, **tent**.

3. Write **climb**. The **b** is silent. Draw a line through the **b**, like this: **climb**.

4. P.S. is the abbreviation for **postscript**. Find P.S. in your dictionary to learn what **postscript** means.

Write P.S., using capital letters and periods.

5. Write the word with an apostrophe. This apostrophe shows possession. Write **boy's** or **boys** in these sentences, remembering to begin each sentence with a capital and end it with a period.

That \_\_\_\_\_ shirt has red and blue stripes.  
\_\_\_\_\_ will be \_\_\_\_\_!

6. On your paper write the letters of the alphabet. Cross out the five vowels, **a**, **e**, **i**, **o**, **u**. All the other letters are called **consonants**. Two of them, **w** and **y**, are sometimes vowels and sometimes consonants.

Write the seven words that begin with these consonants: **b**, **f**, **p**, and **t**.

7. Write in alphabetical order the five words that begin with **c** and **s**. Be sure to look at the third letter of the words beginning with **cl**. Find the words in your dictionary and see if they are in the right order.

8. Write these words, putting in the missing letters: **cl—b**, **clim—**, **pol—**, **p—nt**, **b—y's**, **stu—**, **t—**, **f—**, **sincer—**, **sl—ding**, **p—nts**.







## Waiting for the Band Leader

The pupils of the fourth grade had a band, and a very good band it was, too. They were invited to play one evening in the high-school auditorium. Tommy Winters was the leader. He was a great favourite among the children, and with the teachers as well. When the clock said eight and everybody was there except Tommy, people grew excited. The band was to start playing at eight fifteen. Where was Tommy?



Tommy was in a bus about ten blocks away. At first the man drove the bus fast. Then he began to drive more slowly. Finally he stopped and got out. "Something's loose in the steering wheel," he said, "and it has to be fixed before we can go on."

At just fourteen minutes after eight, Tommy walked in, shook his teacher's hand, laughed, and raised his little stick. The band began to play just as if Tommy had been there as long as the others. What a narrow escape from being late!

bus	clock	blocks	 everybody
band	wheel	pupils	 teacher's
grew	invited	favourite†	auditorium



## Know Your Words

1. Write the word that shows possession. Be sure to put an apostrophe before the s.

2. Write the word that means:

- a. children in school
- b. something that keeps time
- c. something to ride in
- d. a room for meetings
- e. liked best of all
- f. all people everywhere

3. Write the word that means either:

- a. small parts of a city, or
- b. pieces of wood.

4. Write **pupils** and **bus** and mark the long or short **u** in each word. If you are not sure about these sounds, turn to page 19.

5. Make new words from old by:

- a. Adding **ite** to **favour**.
- b. Adding **body** to **every**.
- c. Adding **s** to **block** and **pupil**.
- d. Adding **d** to **invite**.
- e. Adding **'s** to **teacher**.
- f. Changing **o** to **e** in **grow**.

6. Write **grew** and **grow** in these sentences, beginning each one with a capital and ending it with a period:

- a. The corn will \_\_\_\_\_ in the spring.
- b. The corn \_\_\_\_\_ tall after the rain.

7. Say **when**, **while**, **what**. Write these words. Then write the new word that begins with **wh**.

8. Write these words, putting in the missing letters:  
**b** — **nd**, **bl** — — — —, **pup** — — **s**, **t** — — **cher's**, **cl** — — —, **bu** — —,  
**favour** — **t** —, **w** — **eel**, — **nvited**, **ever** — **body**, **gr** — **w**,  
**a** — **ditor** — — **m**.

## Summer on a Swiss Mountain



When warm days mark the coming of summer, many Swiss farmers move their herds up the mountain side to spend a few months on green pastures in the high valleys.

At noon one day you may see a long line of cows, a calf or two, and some goats and kids passing through the streets of a mountain village. The sounds of cowbells ringing, of feet tapping on a wooden bridge, and of the voices of young men singing, are sweet in the clear air. Up and up climb the men and animals, until each farmer reaches his stone cabin, in one corner of his pasture.

All the day long the boys and dogs mind the cows and the goats, while the men are busy making cheese and storing it away in their cool cellars. At the end of the summer the farmers hurry their animals down the mountain side—home again for the winter.

cool	mind	goats	cheese
kids	mark	Swiss	wooden
noon	busy	bridge	singing

## Know Your Words

1. Here are some of the ways in which capitals are used:

- a. For the word **I**. Write **I**.
- b. For the names of people. Write **Jane** and **Mr. Gray**.
- c. For days of the week, months, and holidays. Write **Wednesday**, **February**, and **Christmas**.
- d. For the names of countries and the people who live in them. Write the new word that is the name of the people who live in Switzerland.

e. For the first word of every sentence.

2. Write the words that mean the opposites of warm and **idle**.

3. Write the words that mean:

- a. young goats
- b. the middle of the day
- c. a food made from milk
- d. animals that give milk
- e. working hard
- f. to show, or a sign
- g. something on which we go over a river
- h. to care for, or what we use in thinking

4. Write **goats** and **kids** without **s** to mean one animal.

5. Add **en** to **wood** and **ing** to **sing**.

6. Write in alphabetical order the words beginning with **b**, **c**, **m**, and **s**.

7. Write these words and mark each long **i** and short **i**:

Swiss          mind          bridge          kids

8. Write the word in which **u** sounds like short **i**.

9. Write the three words that have double **o**.

10. Write these words, putting in the missing letters:  
sin — ing, g — — ts, — ids, ch — — s —, c — — —, bri — ge,  
b — — y, w — — d — n, mi — d, ma — —, n — — n, Swi — —.




## Canals and Boats

More than a hundred years ago, before railroads really got started in the East, people decided to build canals for water travel. In 1817 the famous Erie Canal was built. Water for this big “ditch”, as it was called, came in from every creek, brook, river, pond, and lake near by.

The kind of boat which was most used for carrying passengers had a flat bottom. Though the people could eat inside and each one could sleep in a cabin, they spent most of their time on the top deck. There they could look at the pleasant green fields, trees, bushes, and flowers, as the boat slid along slowly between the banks.

Canal boats were pulled by horses. Beside the canal ran a path, and here two horses walked, pulling the boat by means of a heavy rope. Men rode the horses and watched for boats coming toward them.

Since there was no fence along the side of the canal, anyone who stood too close was in danger of falling in and getting a ducking!

build	cabin	stood	 though
creek	beside	canals	between
fence	anyone	bushes	bottom

## Know Your Words

1. Make new words from old:

- a. Add **es** to **bush** to make the plural. The letters **es** are added when it is not easy to say **s**. This happens after **s** and **sh** and some other letters. Write the plural of **dish** and **glass** by adding **es**.
- b. Add **one** to **any**.
- c. Write **be** before **side**.
- d. Write the plural by adding **s** to **canal** and **fence**.

2. Write these sentences, using **stood** and **stand** in the blanks:

- a. The man will \_\_\_\_\_ in the bus when he gets on.
- b. The man \_\_\_\_\_ in the bus for two hours yesterday.

3. Write **though** and put a mark above the **o** to show the sound of long **o**.

4. Write the word that means one long ditch and the word that means two or more long ditches.

5. Write the word that means:

- a. the opposite of **top**
- b. to make
- c. something put around a piece of land

6. Put in alphabetical order the words starting with **b** and **c**. Look at the third letter when you need to. When is that necessary?

7. Write these words in syllables: **beside**, **bottom**, **between**, **stood**, and **though**. Notice that **though**, with its six letters, has fewer syllables than **any**. The last two have only one syllable. Look up the other three in your dictionary to see if you divided them right.

8. Write these words, filling in the missing letters: **ca — — n**, **cr — — k**, **f — nce**, **besi — —**, **betw — — n**, **b — — hes**, **bott — —**, **b — — ld**, **st — — d**, **th — — — —**, **— nyone**, **— — nals**.





## A Fairyland Battle

The New Year had come to fairyland, but it was not a happy New Year. A wicked giant had sent word that unless he were given half the fairies' treasure and half their land, he would make war on them.

At an early hour a brave little elf knocked at the castle gate and was brought before the fairy queen. She looked lovely in her golden dress and with a golden crown upon her head. The elf told her his plan. All the elves, carrying spears, were to ride black flies and charge as soon as they met the wicked giant at the castle gates. In fairyland, you know, things that couldn't really happen *do* happen, and elves can ride on the backs of flies.

"Ha!" said the fairy queen hopefully. "Maybe we can win yet!"

About noon not just one, but four wicked giants rode toward the castle wall. As they reached the gates, thousands upon thousands of black flies carrying elves flew out and settled upon them. The giants hit at the flies and tried to kill them, but the flies flew in great waves around them. Finally the giants turned and rode away, never again to return.

ha	giant	castle	 maybe
war	met	 hour	fairyland
charge	knocked	golden	wall

## Know Your Words

1. Make new words from old:

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| a. Add <b>land</b> to <b>fairy</b> . | c. Add <b>en</b> to <b>gold</b> .  |
| b. Add <b>be</b> to <b>may</b> .     | d. Add <b>ed</b> to <b>knock</b> . |

2. Write the word that means:

- |                                   |                              |
|-----------------------------------|------------------------------|
| a. did meet                       | d. a very large man          |
| b. to attack                      | e. the side of a room        |
| c. part of a day                  | f. a fight between countries |
| g. a large house made for defence |                              |

3. Look up **ha** in your dictionary to see how it may be used. **Ha!** is an **exclamation**. It shows feeling. After a word or sentence showing strong feeling we use an **exclamation mark (!)**. Find two exclamation marks on page 38.

4. When we **alphabetize** words, or put them in alphabetical order, we sometimes have to look at the fourth, fifth, or even later letters when the first ones are alike. Alphabetize these words: **hour, along, team, alone, learned, teacher, house, learning**.

If two words, like **look** and **looked**, are the same except that one has some extra letters at the end, the shorter one comes first. Alphabetize these words: **fairy, fairyland, knocked, knock, maybe, may**.

5. Drop the **e** in **charge** and add **ing**.

6. **Homonyms** sound the same but are spelled differently. Write **hour** and its homonym. Write the homonyms of **cell, scents, groan, rays, stares, souled, and clime**.

7. Write these words, putting in the missing letters:  
**ch— — — —, w — r, w — ll, — o — r, g — — nt, h —, gold — —,**  
**— no — — ed, m — t, ma — be, cas — le, f — — r — l — nd.**



## Some Review Words

sincerely	straight	P.S.	teacher's
everybody	between	able	bridge
wooden	singing	invited	soldiers
build	climb	though	boy's
hour	favourite	maybe	auditorium

inches	war	cheese	knocked
sliding	anyone	strong	pigeons
wheel	castle	stuck	pole
charge	fairyland	fence	

## For Dictation

Some soldiers built a bridge over a wide river. This enabled the army to drive straight through and free the people in the country beyond. Everybody cheered when the war was over.

Tommy tore his pants sliding on the ice. Though he was a few blocks from home, he was able to reach the house without being seen. He hid in the bushes when he met anyone. His mother met him at the door of the house.

## Know Your Review Words

1. Draw a figure like the one here. Fill in the missing letters in these words, wooden, climb, castle, hour, stuck, pole, sliding, invited.

S	L	_	D	I	N	_
I	N	V	_	T	E	D
W	_	_	D	E	N	
C	A	S	_	L	E	
C	L	I	M	_		
S	T	_	C	K		
H	_	_	R			
P	_	L	E			

2. Make two compound words out of these four short words; every, may, body, be.

3. Write the words that come before these words in your dictionary; singing, feast, team, autumn.

4. Write **build**. Add **s** to make **builds**. Add **ing** to make **building**. Change the **d** to **t** and make **built**.

5. Write the words that begin with **h**, **wh**, **br**, and **th**.

6. Write the four words ending with silent **e**.

7. Write the word which is the plural of **pigeon**.

8. Make new words by

a. Dropping **ly** from **sincerely**.

b. Adding **s** to **hour**.

c. Dropping **ite** from **favourite**.

d. Adding **est** to **strong**.

e. Dropping the **e** and adding **ing** to **charge**.

## A Cold Winter Night


It was still snowing. All the brown earth was covered with a blanket of snow. Mr. Martin shook the snow off his boots and set them by the fireplace to dry. Then he settled in an easy chair and drew close to the fire.

He was cold after driving the team out from town. It was no night for even a dog to be out! A dog's bone should be given to him by the fire on a night like this, he thought. The cattle were warm in their barn, anyway.



Just then Mr. Martin looked up and saw his wife coming through the door, a pan of hot sugar cookies in her hand.

As he ate, he said, "Mary, if I could write a poem, I wouldn't write about winter coming and the crops all being in, or about white snow and a warm fire in the stove. The principal thing I'd write about would be your sugar cookies, hot out of the oven!"

pan	bone	dog's	fireplace	
wife	poem	cattle	cookies	even
team	 principal	stove	earth	

## Know Your Words

1. Make new words from old:

- a. Add **place** to **fire**.
- b. Add 's to **dog**.
- c. Make plurals by adding s to **bone**, **team**, **stove**, **pan**, and **poem**.
- d. Make the plural of **cook**y by changing the y to i and adding es.

2. Write the word that means:

- a. a number of cows
- b. the world
- c. part of the body
- d. people or animals working together

3. Write the word that shows possession, using 's.

4. Write **pan**, **bone**, and **wife** and mark the long and short vowels. Draw a line through each silent e.

5. Write **poem**, showing the two syllables and the long and short vowels. Find **poem** in your dictionary. To the right of **poem** you are told how to say it. You will see that the o is long and the e is short. Notice that there are two syllables. Say the word to yourself, making the second syllable softer than the first.

6. Write in alphabetical order the words that begin with c, e, and p.

7. Write **cattle** and **fireplace**. The c in **cattle** is hard because it sounds like k. The c in **fireplace** is soft because it sounds like s. Write hard c and soft c beside the right words.

8. Do not mix up **principal** and **principle**. **Principal** means chief.

9. Write these words, with all the letters: — — rth, ev — n, t — — m, wif —, ca — — — —, cook — — s, b — n —, d — — 's, p — n, p — — m, stov —, f — r — plac —, princ — p — —.

## The Christmas Story

One of the most famous stories ever told took place nearly two thousand years ago. The people everywhere in one part of the world were to be taxed, each in the city of his birth. A man named Joseph went with his wife Mary to an inn, but they found no room there. They stayed in a stable, and there the child Jesus was born.



In the same country shepherds were watching their sheep on a mountain, when suddenly a shining angel appeared in the clear sky above their heads. At first the shepherds felt afraid, but when the angel told them the good news, they were very, very glad. They hurried to see the child.

Wise men came seeking the child, saying, "We have seen a great star in the east." They saw the star move ahead of them again, and they followed it to the stable. They carried lovely gifts for Jesus. That is why we give presents each year on December twenty-fifth.

carried	stable	lovely	thousand	
felt	wise	mountain	above	move
December	stayed	everywhere	famous	

## Know Your Words

1. Make new words from old:
  - a. Add **ly** to **love**.
  - b. Write **every** before **where**.
  - c. Change **y** to **i** in **carry** and add **ed**.
2. Write the name of the last month of the year. Remember to use a capital. Write its abbreviation. Remember to use a capital and a period.
3. Write the five words that end in silent **e**.
4. Write the opposites for **below** and **nowhere**.
5. Write the word that means:
  - a. 1000
  - b. did feel
  - c. well-known
  - d. a place for animals
  - e. did carry
  - f. to go
  - g. very high hill
  - h. beautiful
6. Write these words and mark a long or a short vowel in each: **stable**, **felt**, **wise**, and **famous**.
7. Write in syllables the nine words having more than one syllable. How many syllables does **everywhere** have? Check in your dictionary to see that you divided each word right.

Mark the sound of the second **e** in **December**.
8. Write these sentences, using **feel** and **felt**:
  - a. I can \_\_\_\_\_ the wind blowing.
  - b. I \_\_\_\_\_ the wind last night.
9. Write **stay**. Add **ed** to make **stayed**. Add **ing** to make **staying**.
10. Write these words, filling in the missing letters:  
**ever** — **where**, **stab** — —, **m** — — **nt** — — **n**, **carr** — — **d**,  
**ab** — **ve**, **fam** — — **s**, **f** — — **t**, **w** — — **e**, **m** — **v** —,  
**lov** — — —, **stay** — —, **De** — — — **ber**, **thous** — **nd**.





## Brave Young White Camel

Miles and miles of desert sand, no matter in what direction you looked—that was Young White Camel's home. As he walked by his mother's side, he would often meet a caravan. A long line of men and of gray camels with heavy loads on their backs would pass by. These slow-moving caravans were the only things to be seen going across the desert.

One morning Young White Camel saw his master's tents being taken up. The mother camel told him the master was going to take his herd of white camels to the oasis. The oasis, she told him, was a beautiful green spot in the middle of the desert where palm trees grew and water flowed. Young White Camel wanted to see it.

Young White Camel walked for a while with the others. Then he stopped awhile to rest, and soon he was left behind. He was not really frightened until a sudden sandstorm blew up. Then he wanted his mother. A little later his master rode back to look for him and found him nearly buried in the sand. Then Young White Camel was all right again.

meet	oasis	desert	caravan	heavy
pass	master	camel	nearly	frightened
middle	 awhile	 all right		



## Know Your Words

1. Write the word that is really two words. The first word is **all**. These two words must never be written as one word. Find them in the story.

2. Make more words:

- |                                       |                            |
|---------------------------------------|----------------------------|
| a. Write a before <b>while</b> .      | c. Add s to <b>camel</b> . |
| b. Add <b>ed</b> to <b>frighten</b> . | d. Add ly to <b>near</b> . |

3. Write the word that means:

- |                     |                                 |
|---------------------|---------------------------------|
| a. to go past       | f. an animal of the desert      |
| b. to come together | g. the owner of an animal       |
| c. very dry land    | h. the opposite of <b>light</b> |
| d. a watering place | i. a group of travellers        |
| e. centre           | j. almost                       |

4. Turn to any page in your dictionary. There are two words at the top of the page, one on the left and one on the right. These are called **guide words**. The word on the left is the first word on the page; the word on the right is the last on the page. These guide words will help you find any word in your dictionary very quickly.

Write the word that comes after **captain** in your dictionary. Write the word that comes before **awoke**.

5. Write **frightened**, **all right**, **middle**, and **awhile**, and put a long or short mark over the i in each.

6. Write **meat** and its homonym.

7. Divide **caravan** and **nearly** into syllables. Look them up in your dictionary to see if you are right.

8. Write these words, putting in the missing letters:  
de — ert,    cam — —,    fri — — — — —,    mas — er,  
m — — t,    aw — ile,    h — — vy,    pa — —,    n — — — — —,    all  
ri — — —,    o — s — s,    car — van,    mi — — le.



## Rain in the Jungle

The chief sat in his hut, the largest in the village. The thick roof over his head was made of leaves and grasses, which kept out the rain. Through the open door the chief could look out upon the wet jungle.

The rainy season had lasted too long. Now there was danger of a flood from the river. The natives of his village were frightened, but the chief had ordered a great feast of roast pig, fish, rice, and fruit prepared for them. Perhaps this would calm them.

He sat alone, waiting, his bow and arrow at his side, listening to the drums beating in the distance. The drums came closer. Now the chief saw his men marching toward him in the rain. The feast had to be held outdoors, even if it kept on raining. The men seated themselves in a circle while the food was being brought out. It was eaten out of a great bowl. Then suddenly the rain stopped.

The chief rose to speak. As he raised his arms, the sun burst through the clouds. A cry of joy went up from the natives. And in that steaming, hot jungle they feasted happily, now that the danger was over.

hut	roof	flood	jungle	
bow	rainy	chief	village	
rice	feast	bowl	arrow	natives

## Know Your Words

1. Write the words that mean:

- |  |                                |
|--|--------------------------------|
| a. head man  | e. a group of houses           |
| b. a special meal                                  | f. the top of a house          |
| c. a small house                                   | g. an overflow of water        |
| d. a kind of food                                  | h. two things used in shooting |
| i. a word used in speaking of wet weather          |                                |
| j. land having a lot of bushes and trees on it     |                                |
| k. people who have always lived in a certain place |                                |

2. Write the plural of these words by adding s: native, chief, jungle, village, hut, bow, flood, arrow, bowl, feast, and roof.

3. Write **rainy**. Here the letters **ai** have the sound of long **a**. Write **chief**. Here the letters **ie** have the sound of long **e**. Write **feast**. Here the letters **ea** have the sound of long **e**. Sometimes, you see, two different vowels side by side in the same word have the long sound of one of them.

4. In your dictionary find the word **village**. After the first syllable you will see a little mark (') called an **accent mark**. It shows that the first syllable is said more loudly than the second. Divide **village** into syllables and put in the accent mark, like this: vil'lage. Divide **natives** in the same way.

Write these words in syllables and put in each accent mark: **jungle**, **arrow**, **rainy**, and **natives**. Then look in your dictionary to see if you are right.

5. Write these words, putting in the missing letters: vi — — ge, fl — — d, f — — st, ch — — f, ar — ow, rain —, ro — —, ri — —, nati — — s, b — —, h — —, j — ng — —, b — — l.



## Pilgrims and Indians

Although the Pilgrims landed on the famous rock as early as November, it was March before they became friendly with any Indians. Until that time they had always feared them, for the Indians did not like to have their land taken from them.

Can you imagine their surprise when suddenly one morning an Indian walked all alone up to the door of a house and began to address the Pilgrims in their own language? True, it was rather broken English. He told them that his name was Samoset and that he did not belong in those parts but was there only in order to fish.

The Indian was hungry, and so the Pilgrims gave him plenty to eat. Since he did not want to leave, they let him spend the night there, but they never quit watching him.

The next day Samoset told the Pilgrims about their neighbours to the south, who were angry with the English because some of the English had tricked them. Samoset finally went away, with presents under each arm. The Pilgrims must have been glad indeed to find a friendly Indian!



quit

March

rock



surprise

Pilgrims

November

friendly

language

angry south



address

hungry

English

## Know Your Words

1. Write these new words, using capital letters:

- The names of two months and the abbreviation of one of them.
- The name of the people who live in England, or the language we speak.
- The name of a little band of people who landed in America over three hundred years ago.
- The word that means the opposite of **north**.



2. Write the word that has two sets of double letters. Write it again to show the syllables and the accent mark. This word is often accented on the wrong syllable. Check yourself by looking in your dictionary.

3. Write three words that end in **y** and that tell how people may feel. Write the word that means **stop**.

4. Make more words by adding:

a. **es** to **address**

c. **ly** to **friend**

b. **d** to **surprise**

d. **s** to **language, rock**

5. Write these words and mark the sound of **a**, **o**, and **u**: **angry, rock, hungry**. Look up each word in your dictionary to see if you are right.

6. Write all your new words in alphabetical order.

7. Write these words, putting in the missing letters:

hun — — —, Engl — — —, a — — —ress, angr —, qu — t,  
fr — — —ndly, lang — — —ge, s — — —prise, Nov — — —ber,  
Ma — — — —, ro — — —, Pilgr — ms, s — — —th.

*Note to the Teacher: This is the time to give your pupils the half-year review test. Choose twenty-five words, and give them to your pupils in completion sentences. The pupils should write the words missed in this test in their Word Books and review them, using the same procedure as used after the weekly tests. You may find the material below of assistance as you prepare your test.*

## Mid-Year Review Words

dollars—Daddy paid twelve dollars for the chickens he bought.

pay—Did you pay attention when she told you what to buy?

February—Valentine's day is always in the month of February.

Monday—The day that was named for the moon is Monday.

scared—The police dog barked so loud that he scared us.

grown—My brother has grown an inch in the last six months.

lady—Does that nice old lady live next door to you?

body—If you wish to have a healthy body you must get plenty of fresh air.

taken—Have you ever taken a nap on a train or a bus?

upstairs—I went upstairs to get something and came down without it.

west—We drove five miles north and twelve miles west.

good-bye—"Good-bye," called the children as they ran out through the door.

pigeons—The man next door to us has a flock of pigeons.

**inches**—There are thirty-six inches in a yard.

**pants**—How old were you when you began to wear long pants?

**sincerely**—Betty was sincerely glad when the baby became better.

**bus**—When we reached the corner, we found that the bus had just gone by.

**pupils**—How many pupils are there in your school?

**cookies**—We had lots of fun making chocolate cookies.

**dog's**—The dog's master gave him a large piece of meat.

**creek**—Do you go swimming in this creek?

**fence**—There is a fence around the chicken yard to keep the chickens from getting out.

**knocked**—Jerry knocked the plant over by mistake.

**wall**—Daddy hung my favourite picture on the wall.

**busy**—We are busy making aprons for our mothers.

**cheese**—I'm always glad when we have cheese sandwiches for lunch.

**all right**—Is it all right for us to go now, Mother?

**frightened**—I was never so frightened as I was when I was chased by a bull.

**flood**—In spring the river would overflow and cause a flood.

**rainy**—"I wish we'd have a rainy day," said Jean, "so that I could wear my new raincoat."

**hungry**—When I get home from school in the afternoon I am always hungry.

**surprise**—We are going to surprise Mother by bringing her a box of candy.

**everywhere**—When the children were on the ocean, they saw water everywhere.

**famous**—Champlain was a famous man in the early days of our country.



*To the Teacher: Here is another week's work given in detail. You will secure more successful results if you follow this plan weekly.*




## Lost in the Frozen North

A young Indian boy ran beside his sled and called on his dog team to hurry—hurry where, he wasn't quite sure, but hurry after the others, anyway. He had started out in the company of three men and their captain, whose ship was locked in the ice until spring. The ice was packed into one big mass, tight around the ship. Today the men had wanted to hunt seals and walrus, and the captain had wanted to look for some Eskimos, who, he believed, lived near by.

The boy had become separated from the others, and now he was lost. But he was not afraid. He would find his way back to the ship! The north wind was blowing, and it was biting cold. The wind blew snow into the boy's eyes, making it very hard for him to see. Once he thought he saw a reindeer, but decided that it couldn't have been real because a reindeer wouldn't be so close to the ocean. Where would the animal find food?

The boy let his dogs take the lead, and up they went over a hill of ice. Then they began to race down the other side. There lay the ship. How thankful he was to see it!

blew	north	walrus	company	real
hurry	captain	thankful	reindeer	
 believed	wasn't	ocean	blowing	

## See Your Words

Find each new word in the story. Write your words.

## Know Your Words

1. Write the word that means:

- a. a direction
- b. the sea
- e. an animal that lives in the sea
- f. an animal that sometimes draws a sleigh
- c. wanting to give thanks
- d. the man in charge of a ship

2. Write the contraction for **was not**. A contraction always has an apostrophe in place of the letters that are left out. Write the contractions for **could not** and **I have**.

3. Write **blue** and its homonym—the word that sounds the same but is spelled differently. Write these sentences, using the right word in each:

- a. We \_\_\_\_\_ our horns on Hallowe'en.
- b. The dress was as \_\_\_\_\_ as the sky.

4. Make a new word by changing the **o** in **blow** to **e**. Make another word by adding **ing** to **blow**. Write these sentences, using **blow**, **blew**, and **blowing** in them:

- a. The wind is \_\_\_\_\_ hard now.
- b. The wind \_\_\_\_\_ hard yesterday.
- c. The wind will \_\_\_\_\_ hard this afternoon.

5. Notice the **ie** in **believed**. Write **believed**. Drop the **d** to make **believe**.

6. Write these words in syllables and put in the accent marks: **walrus**, **company**, **captain**, **reindeer**, **thankful**, **hurry**, **ocean**. Check yourself by looking them up in your dictionary.

7. Write these words, putting in the missing hard spots: thankfu —, capt — — n, comp — ny, bl — —, bl — — ing, h — — — —, n — — th, r — — nd — — r, wal-  
r — s, was — — t, r — — l, bel — — ved, o — — — n.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. When we have \_\_\_\_\_, I help my mother by setting the table.
2. It is fun to watch the \_\_\_\_\_ swim around at the zoo.
3. Though Jack knew there \_\_\_\_\_ any extra time, he stopped to talk awhile.
4. The wind almost \_\_\_\_\_ us down the street.
5. When school is over, the children always \_\_\_\_\_ home to play.
6. Mother was \_\_\_\_\_ that Daddy got home all right in the storm.
7. The clothes were \_\_\_\_\_ in the breeze.
8. My uncle and aunt always spend their vacation at the \_\_\_\_\_.
9. In cold countries \_\_\_\_\_ are sometimes used to draw sleds.
10. Virginia is \_\_\_\_\_ of the girls' basketball team.
11. In summer many people go \_\_\_\_\_ to keep cool.

12. The *Queen Elizabeth* travels across the \_\_\_\_\_.

13. The stuffed bird looked \_\_\_\_\_.

14. Tom \_\_\_\_\_ he had answered the test correctly.

2. Cross out the words you missed and write them correctly.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".

2. Review the words you missed last week. You wrote them in your Word Book.

3. Your teacher may ask you to learn some of your extra words or some of your own words.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.

2. Write the words you missed last week. If you learned any other words, write them, too.

3. Write the words you missed today. Spell them correctly.



## Trap for a Tiger

Tigers in the jungle are a very great danger to the natives who live near by.

The men of a small village gathered together one day and decided that the largest tiger must be caught. He had been stealing too many of their small animals the past few nights, and if something were not done about it the next victims might be the natives' own children. It was a race between men and tiger.

That night and the next the men climbed tall trees and watched to see what path the tiger took to the water hole for a drink and a bath.

The third day the men built a trap. It was a hard thing to do. First they dug a hole, and then they set in it the bars of the trap. The ropes must be tied and the spring fixed just right, because tigers are smart. Last came the cover, which they hid under leaves and branches. Two steps on the cover, and the tiger would break through and fall into the deep hole. Nothing must go wrong.

Again that night the men climbed the trees and waited in the dark, still jungle. Suddenly they heard an angry scream. Death to the largest tiger!

trap

steps

cover

 break

bath

fixed

smart

largest

race

death

tied

wrong

suddenly

## Know Your Words

1. Write the antonyms, or opposites, of **right**, **smallest**, and **life**.

2. Add **s** to form the plural of **trap**, **step**, **race**, and **bath**.

3. Write **death** and **break**. Though both words have **ea** in them, the vowel sounds in the two words are different. Write another new word in which **e** has the sound of **ea** in **death**. Write another new word in which **a** has the sound of **ea** in **break**. Then look up the words in your dictionary to see if you are right.

4. Make new words by adding **st** to **large**, **ly** to **sudden**, **d** to **tie**, and **ed** to **fix**.

5. Alphabetize the words that begin with **b** and **s**.

6. Write these sentences, using **break** and **broke**:

a. The glass may \_\_\_\_\_ in hot water.

b. The glass \_\_\_\_\_ in the hot water.

7. Add **ed** to **cover**. Use **cover** and **covered** in these sentences:

a. The box will \_\_\_\_\_ the hole.

b. The box \_\_\_\_\_ the hole.

8. Write these words in syllables and use the accent mark to show where the accent comes: **largest**, **suddenly**. How many new words have only one syllable? Check yourself by looking in your dictionary.

9. Write **dead**. Now write a new word by changing the second **d** to **th**.

10. Write these words, putting in the missing letters: **tra** —, **sm** — **rt**, **st** — **ps**, **su** — — **enly**, — — **ong**, **d** — — — —, **b** — — **h**, **br** — — —, **c** — **ver**, **ra** — —, **l** — — **gest**, **fi** — — —, **t** — — **d**.



## Going for a Swim


It was a hot afternoon—just right for a swim in our pond—but I'd promised Ellen I'd lead the way to the other end of the island. About two o'clock I took my bicycle and started out. When I arrived at the Brick Station, Ellen wasn't there. This isn't a railroad station, but only an old house down on the beach, where boats land when they want to stop at our island.

I decided to go on. Perhaps Ellen was already taking a swim down the beach with the older people. But first I wanted to fasten my sweater around my waist with my belt. It was too hot to wear a sweater. I rode my bicycle down the beach, but Ellen wasn't there, either.

To swim by myself would not be much fun. Soon I took off my sweater and rolled it up. Putting my head on the sweater, I lay down under the bushes and slept.

At four o'clock Ellen woke me up. I said, "Let's go for a swim." In a minute we were hurrying to get home by five, so that we could swim in the pond.

The water was cool and pleasant, and we came out feeling wide awake and happy.

I'd	slept	 minute	putting	
pond	beach	station	sweater	
swim	island	myself	let's	lead



## Know Your Words



1. Write **island** and say it to yourself. What is the silent letter?

2. In your dictionary notice that there are two words spelled **lead**. One has a long **e**, the other a short **e**.

3. Alphabetize the seven words that begin with **p**, **b**, and **s**. Look at the third letter when you need to.

4. Write the contractions for **I would** and **let us**, remembering to use an apostrophe.

5. Write the words that rhyme with **fond**, **kept**, **reach**. Write the word that rhymes with the two words **pin** it.

6. Double the **t** in **put** and add **ing**.

7. Mark the vowel sounds in **slept**, **swim**, and **pond**. All the letters that are not vowels, you remember, are consonants. Write all the consonants used in **slept**, **swim**, **myself**, and **pond**.

8. In which new word does **u** sound like short **i**?

9. Write these words, showing the syllables if there are two: **station**, **island**, **beach**, **sweater**, **minute**, **I'd**. Look in your dictionary to check yourself.

10. Write these words, filling in the missing hard spots: **b — — ch**, **l — — d**, **i — land**, **I — —**, **sw — — ter**, **swi —**, **sl — — —**, **let — s**, **pu — — ing**, **p — nd**, **m — n — te**, **sta — — — —**, **mys — — —**.

## The Tiny People




Can you imagine a race of people who aren't any taller than four and a half feet? The Pygmies are smaller than any other race in the world, though not usually as small as circus dwarfs. They live in some of the very hot countries in the middle of Africa. They usually wear very little clothing. Their tiny huts are built of branches and have thick roofs made of leaves.



A Pygmy is shaped like any other person, but in size he is only a child. His head would reach only a little higher than another man's waist.

Pygmies have no language of their own. They speak a language made up from the languages of several neighbouring countries.

A band of Pygmies is surely a match for any sort of enemy, because these little people use a special kind of arrow with a poison tip that quickly kills anything it touches.

size	speak	higher	person	Pygmies
 built	 usually	 surely		
aren't	thick	circus	smaller	countries

## Know Your Words

1. Make new words from old:
  - a. Add **ly** to **sure**.
  - b. Add **er** to **small** and **high**.
  - c. Change **d** to **t** in **build**.
  - d. Change **y** to **i** in **country** and **Pygmy** and add **es**.
2. Write the contraction for **are not**, remembering the apostrophe.
3. A word that means about the same as another word is a **synonym** for it. Only single words can be synonyms. Write synonyms for **talk**, **lands**, **certainly**, **made**.
4. Write the antonyms for **thin**, **lower**, **are**, and **larger**.
5. Alphabetize the words that begin with **p** and **s**. This time you do not have to look beyond the second letter. Why?
6. Write the word beginning with the syllable **per**.
7. Write these words and mark the long or short vowel in each: **size**, **built**, **thick**. Cross out silent **e**. Look in your dictionary to see if you are right.
8. Write **higher** to show its two syllables and the accent. Cross out the two silent letters.
9. Write a word that means **most of the time**.
10. Write the new words that rhyme with: **pick**, **prize**, **quilt**, **leak**, **taller**, **buyer**.
11. Write the word that begins with a capital letter.
12. Write these words, putting in the missing letters:  
**p — rs — n**, **c — — ntr — — s**, **si — e**, **usua — — —**, **sm — — — er**,  
**sp — — k**, **sur — — —**, **ar — — — t**, **hi — — — —**, **b — — lt**,  
**thi — k**, **Pygm — — s**, **c — reus**.



## A Visit from a City Boy

March 31

Dear Brother Bob:


Do you remember Alfred Perkins, who went to the city to live some years ago? He came to visit yesterday. His father wanted him to "learn about a farmer's life". Jim and I taught him, you may be sure. Of course we didn't do anything to spoil Alfred's beauty, but when he stepped back into the car, he was a very dirty young man.

First he had to see our new wagon and watch the men load it with bags of wheat to take over to Grandfather's mill. Then he wanted to see how flour was made. We raced him the mile to the mill and beat him rather badly. Alfred doesn't know quite how it happened, but somehow he got himself covered with flour. You can imagine how his dark blue suit looked, but he did not complain.

On the way back to the barn we took Alfred through the mud of the pigpen. He was hungry, so we gave him an apple. On his very first bite he found a worm.

When we visit him, perhaps we'll be taught useful things about the city. It would serve us right.

Tom

useful	dirty	young		doesn't
beat	badly	rather		stepped
worm	wheat	farmer's	we'll	himself

## Know Your Words

1. Make new words from old:

a. Add **ly** to **bad**.

b. Add **self** to **him**.

c. Double the **p** and add **ed** to **step**.

2. Write the word that shows possession. Remember to use **'s**. Drop the **'s** to make **farmer**. Add **s** to make **farmers**.

3. Find little words that you know in **useful**, **dirty**, **badly**, **stepped**. Write these little words.

4. Write the antonyms for **old**, **well**, **does**, and **clean**.

5. Write the contractions for **does not** and **we will**, remembering to put in the apostrophe.

6. Alphabetize the words beginning with **b**, **d**, and **w**.

7. Write the two words that rhyme with **seat**. Look up these words in your dictionary to be sure you know how the **ea** sounds. Write the vowel sound beside each word.

8. Write **farmer's** to show its two syllables and its accent. Find from your dictionary if you are right.

9. Write the word from your lesson that ends with the same letters as: **sadly**, **myself**, **sung**, **slipped**, **sister's**, **harm**, **wasn't**, and **either**.

10. Write the word that begins and ends with **r**.

11. Write only the consonants in these words, leaving a space for each vowel: **rather**, **himself**, **young**.


12. Write these words with all their letters: **fa** — — **er's**, **w** — **eat**, **do** — — **n't**, **d** — — **ty**, **b** — — **t**, **bad** — —, **w** — — — **l**, **ra** — — — —, **hims** — — —, **yo** — **ng**, **ste** — — **ed**, **us** — **ful**, **w** — **rm**.

## Fairies' Luck

The fairy prince and princess were shut up in a tall tower. The wicked witch had cast a spell over them, and there seemed to be no way for them to save themselves. It had all happened when the fairies were walking through the wood. The princess said her feet hurt her, and she drew off her silver boots. Without her boots, she had no magic. When the wicked witch chanced to come by, she worked her spell.



One morning a bird whose wing was hurt was in danger of falling. He lighted at a window of the tower. The princess had a kind heart and took him in and cared for him. The bird spent a week there until his wing was well. When the princess told him her sad tale, the bird said that his first act when he left would be to find the boots. And he did. It was a wonderful piece of luck. In less than an hour he flew up with both boots in his bill. The prince and princess were free.

save	witch	flew	whose	silver
 seemed	spent	prince	boots	
drew	princess	falling	wonderful	



## Know Your Words

1. Write the two words that are used for a king's children.

2. Make new words from old:

- a. Change **a** to **e** in **draw**.
- c. Add **ed** to **seem**.
- b. Change **d** to **t** in **spend**.
- d. Add **ful** to **wonder**.
- e. Add **s** to **boot** to make it plural.
- f. Add **es** to **witch** to make it plural.

3. Write these sentences, putting in the right words:

- a. The children will (**draw**, **drew**) a picture.
- b. The children (**draw**, **drew**) a picture last year.
- c. I may (**spend**, **spent**) my money for a ball.
- d. I (**spend**, **spent**) my money yesterday.
- e. The birds will (**fly**, **flew**) south.
- f. The birds (**flew**, **fly**) south last month.

4. Alphabetize the eleven words beginning with **p**, **s**, **f**, and **w**.

5. Write **witch**, **save**, and **prince**. Cross out the silent **e** in two of the words and mark each vowel sound.

6. Write these words in syllables and put in the accent marks: **princess**, **silver**, **falling**, **wonderful**. Look in your dictionary to see if you are right.

7. Write the two words that end with the same letters as **new**. Write the letters that are the same in all three words.

8. Write **fall**. Add **s** and **ing** to make **falls** and **falling**. Change **a** in **fall** to **e** to make **fell**. **Fell** means **did fall**.

9. Write these words, putting in the missing letters:  
pr — n — —, sa — e, s — — med, s — — ver, sp — — t,  
wi — ch, wonderfu —, dr — —, — hos —, fl — —,  
pr — nce — —, b — — ts, f — — — ing.



## Some Review Words

break	usually	tied	thankful
I'd	wheat	station	fixed
blew	suddenly	surely	stepped
built	believed	we'll	falling
doesn't	minute	wonderful	island

beach	higher	hurry	real
seemed	sweater	wrong	countries
drew	himself	badly	flew
thick	whose		

## For Dictation

In the far north the captain of the ship sent his men to hunt walrus and reindeer. Each in the company wondered who would be smart enough to trap the largest animal. The entire company would be thankful for the useful catch.

Usually the prince and the princess would go for a swim off the island. They would race each other from the beach to the raft. What a wonderful time they had! They enjoyed every minute they spent on the island.

## Know Your Review Words

1. Alphabetize these Review Words: **thick, minute, built, hurry, badly.**

2. Write the homonyms of **beech, brake, hire, tide, blue.**

3. The guide words on dictionary page 123 are **stuck** and **thankful**. Which of these Review Words will be found on that page? Write them.

suddenly

surely

station

stepped

thankful

sweater

4. Write the contractions for **I would, does not, and we'll.**

5. Write the Review Words which rhyme with **flew, heat, died, seal, sick.**

6. Write these sentences, putting in the correct words:

a. The children will (**believed, believe**) in fairies.

b. Cartier (**believe, believed**) that by sailing west he would reach China.

c. Jane's father will (**flew, fly**) to Vancouver.

d. I (**fly, flew**) to Halifax last year.

7. Write these words in syllables and put in the accent marks: **usually, himself, station, wonderful, countries.** Look in your dictionary to see if you are right.

8. Write only the consonants in these words, leaving a space for each vowel: **fixed, island, wrong, surely.**

9. Make new words by

a. adding **ing** to **break**.

b. adding **ly** to **thick**.

c. adding **ing** to **hurry**.

d. adding **ly** to **wrong**.

e. adding **ly** to **real**.



## The Date Palm

The date palm is as important to the natives of Arabia as wheat or corn is to the farmers of Canada.

Dates hang on the trees in big bunches of about two hundred, and there are many bunches on each tree. The date palm bears dates from the time it is about eight years old until it has reached the great age of one hundred years. You can see how many thousands of dates such a tree would produce in this long period of nearly a hundred years.

Natives gather the fresh dates when they are ripe. Each date is golden brown in colour, about as long as your biggest finger in size, soft with some juice, and very good to bite into. Some hungry men have eaten as many as five or six pounds of dates a day. The seeds are ground and fed to cattle, and the trunk of the tree is used in building houses.

The next time you buy a package of dried dates, think of how they once hung high on one of the most useful trees in the world.

People eat fresh dates, too. We get big, fresh, sweet dates from southern California.

soft	hung	world	gather	juice
dates	fresh	hang	dried	
eaten	fed	finger	important	

## Know Your Words

1. Make new words from old:

- a. Change **y** to **i** in **dry** and add **ed**.
- b. Change **a** to **u** in **hang**.
- c. Add **ing** to **hang**.
- d. Add **en** to **eat**.

2. Write synonyms for:

- |            |        |
|------------|--------|
| a. earth   | c. new |
| b. harvest | d. sap |

3. Write the antonym of **hard**.

4. Write the words that may mean either:

- a. fruit, or days of the month
- b. not salty, or newly gathered

5. Add **s** to form the plural of **date**, **juice**, **finger**, **world**.

6. Add **ed** to **gather**. What does **gathered** mean?

7. Write the new word of three syllables, showing the syllables and the accent. Check yourself by looking in your dictionary.

One important reason for learning to divide words into syllables is so that we may know how to divide words at the end of a line. You may put **im-** at the end of one line and **portant** at the beginning of the next line, or **impor-** on one line and **tant** on the next. The little mark (-) that shows that a word is divided is called a **hyphen**.

8. Write these words, putting in the missing letters:

d — — — s, dr — — d, j — — — —, fr — sh, fi — g — —,  
w — — ld, s — — t, h — — g, import — — —, g — ther,  
eat — —, f — —, h — n —.







## The History Prize

When Robert was a little boy, he always liked to hear stories about things that happened long ago. When he grew older, of course, he read stories about history, pages and pages of them. His father used to say, "Robert, your hobby is history."

For years Robert went on reading and studying history. Then one day he saw in the paper that the college in his town would hold a contest and give a prize to the high-school student who wrote the best report on the subject, "What Interests Me Most in History". The contest was to close, the announcement said, on December first, and the prize would give the winner a start in his college course.

Robert raced home. The boy whose hobby had always been history sat down and began to read about how the Loyalists worshipped God. For the next two weeks he did almost nothing outside of school except work on his report. It was slow, careful work, but the report was finally written before December the first.

A month later Robert awoke one morning to hear the really exciting news. He had won the history prize.

awoke	history	God	college
 finally	 really		except
careful	 written		 course
report	contest		exciting

## Know Your Words

1. Write the four words with double letters.

2. Write the six words with the letter **c** in them. Put an **s** after each word with soft **c** and a **k** after each word with hard **c**.

3. Make new words from old:

- a. Write **a** before **woke**.
- c. Add **ful** to **care**.
- b. Write **con** before **test**.
- d. Add **ly** to **final** and **real**.
- e. Drop the **e** in **write** and add **ten**.
- f. Drop the **e** in **excite** and add **ing**.

4. Alphabetize the six words beginning with **c** and **r**. Look at the third letter when you need to.

5. Write the word that means:

- a. truly
- c. did awake
- b. at last
- d. a kind of school
- e. the story of man's past

6. Write two words beginning with the syllable **re** and two beginning with the syllable **ex**.

7. In one column write in syllables the four words having three syllables. In another column write in syllables the seven words having two syllables. In the last column write the word with only one syllable. Put in all the accent marks. Check yourself by looking in your dictionary.

8. Write **God**. Use a capital except in such a sentence as "The boy made a god of his stomach."

9. Write these words, filling in the missing letters:  
hist—y, coll—ge, c—e, car—fu—, con—e—, e—iting, —d, fin—y, ex—ept, rea—y, rep—t, wri—en, aw—k—.





## Mr. Lion, Pres.

Mr. Frog lived in the jungle pool; Mr. Fox and Mr. Wolf lived near the pool; and Mr. Lion and Mr. Elephant and all the little sparrows came to drink in the pool. One day they fell to talking about clubs. The sparrows told about some boys who had a club, and one of them was president. What people could do, animals could do, they all said, for in those days animals could talk.

The animals liked nothing better than the idea of having a club, but the trouble was that each wanted to be president. Mr. Elephant said he was older than the others (he was so proud of his age!) and should be president. Mr. Frog said it would be easy if he were president because he was always right there in the pool. A sparrow wanted to be president because he had travelled farther than any of the others. Why, he knew ten provinces and the capital of every one! Sly Mr. Fox and clever Mr. Wolf said nothing.

Mr. Lion spoke up: "I shall be the first president. I am the king of the beasts. I shall have my cards printed, 'Mr. Lion, Pres.' The rest of you may say, 'Vice-Pres.'"

fox	lion	Pres.	elephant
capital	wolf	sparrows	frog
 trouble		 easy	nothing
	farther	president	



## Know Your Words



1. Write the name of:

- an animal that lives in and near water
- two animals in the dog family
- an animal in the cat family
- a large animal with a trunk
- small birds

2. Write the word that means chief person. Write its abbreviation, using a capital and a period.

3. Write the antonyms of **hard** and **nearer**.

4. Write the words that mean:

- chief city, or big letter
- bother
- not anything

5. Which word has **ph** in it? Like what letter does the **ph** sound? Write the word in syllables and mark the accented syllable.

6. Alphabetize all your words. Which comes first—**Pres.** or **president**?

7. Write these words in syllables and mark the vowels: **sparrows**, **lion**, **easy**, **president**. Then look up the words in your dictionary to see if you are right.

8. Write these words, filling in the missing letters:  
f — — g, f — — ther, f — —, tr — — ble, — res., w — — —  
e — sy, el — — — — nt, sp — — — — ows, pres — dent,  
capit — l, l — — n, n — — — ing.

## The Old Schoolhouse


Down in the valley, among the great, spreading oak trees, stands the little red schoolhouse. I went to school there, as did my parents before me. Not long ago, during an Easter vacation, I went back to visit it, and was surprised to find no changes.

I remembered the swing under the oak and how a girl's arm was broken when she fell out. I remembered just how it happened. And I remember how I was dismissed one day because I wouldn't chase my dog away from the schoolyard. Poor old Brownie!

I even looked down into the cellar—that famous cellar where we tied up Charlie Robbins and then forgot to untie him until after dark. What trouble we got into that time!

I walked around the playground, where we had played tag and marbles and baseball in the spring. I found the places where we had cut our names—in the bark of the trees, on the benches, and on the posts. We had cut hearts around the names, and arrows through the hearts. This was an old-fashioned way of sending a valentine.

Many of those boys and girls are married now and may be sending their children to this very school.

tag	untie	valley	married	oak
swing	surprised	happened	chase	
girl's	valentine	parents	 schoolhouse	

## Know Your Words



1. Write the words that mean:
  - a. to unfasten
  - b. to run after
  - c. a kind of tree
  - d. father and mother
  - e. low land between hills
  - f. took place
  - g. a game in which no ball is used
  - h. a seat which hangs by ropes
  - i. a message delivered on February fourteenth
2. Make new words from old:
  - a. Change y to i in marry and add ed.
  - b. Make a new word with house and school.
3. Write the word that shows possession, using 's. Write it in this sentence: I know that \_\_\_\_\_ mother and father.
4. Say surprised. Be careful to pronounce the first r. Now write surprised.
5. Write the four words with double letters.
6. Write these words and mark a short or long vowel in each: swing, chase, tag. Draw a line through the silent e.
7. Write these words in syllables and put in the accent marks: valley, untie, married, surprised, parents, happened. Then check yourself by your dictionary.
8. Write the words that rhyme with thing, bag, case, soak, rally, and carried.
9. Write the words that end with the same group of letters as lie, cents, mouse, and donkey.
10. Write these words, filling in the missing letters: o - k, s - ing, happ - - - -, su - prised, ta -, p - r - nts, marr - - d, cha - e, vall - y, g - - l's, s - - oolh - - - -, - nt - -, val - ntine.

## Sailing Ships and Whales

One of the most beautiful sights of an age now past was the great sailing ship. With every sail spread in the wind, she was like a huge white flower in full bloom as she slipped away from shore, on her long journey to the Far East. Tea and more tea was the cry of the day. Sailing ships raced across the seas to bring it home. Besides tea and sugar and spices, they brought china, decorated chests, lace handkerchiefs, silk, and other kinds of cloth.



A wonderful sight often appeared to the men on those ships when they crossed the seas. "There she blows!" the men would cry at the sight of bubbles of water blown high into the air, like a fountain. This would be followed by a loud noise. Then, with a roll of its long gray body, a whale would tear off through the deep waters. Perhaps a whaling ship was right behind it.

bloom	whale	sight		sugar
slipped	silk	loud	cloth	deep
age	tea	sail		handkerchiefs

## Know Your Words

1. Write the word that means:

- a. blossom                      b. time                      c. something sweet  
d. a kind of drink      e. view      f. the opposite of quiet  
g. a large animal that lives in the ocean  
h. things which most people carry with them

2. Double the **p** in **slip** and add **ed**.

3. Write **handkerchiefs** in syllables and put in the accent. Check yourself by looking in your dictionary.

4. Write **sight**. Cross out the silent letters. What two consonants are left? Mark the vowel.

5. Alphabetize the words beginning with **s**. Then write **slipping** where it should go in the list.

6. Write **loud**. When you look it up in your dictionary, you will see that it is pronounced the same as it is spelled. Say **loud** to yourself. The vowel sound is different from either **o** or **u**. When **o** and **u** come together, they are often pronounced like **ou** in **loud**.

7. Write **deep** and **tea**. Both have the same vowel sound, but one is written with **ee** and the other with **ea**. Beside each word write the vowel sound. Then look in your dictionary to see if you are right.

Write **whale** and **sail**. The parts that rhyme are spelled differently in the two words. Beside each word write the vowel sound.

8. Write **sugar**. Notice that **s** has the same sound as **sh**. It has the same sound in **surely**. Write **surely**.

9. Write these words, filling in the missing letters:  
**s** — — **l**, **sli** — — **ed**, **s** — — **k**, **bl** — — **m**, **si** — — **t**, **t** — —,  
**d** — — **p**, **c** — — **th**, **l** — — **d**, **han** — **kerch** — — **fs**, **w** — **al** —,  
**sug** — **r**, **ag** —.



## Susan Cavendish: Her Day Book

Many years ago, a little girl named Susan Cavendish kept a "day book", writing in it the interesting things that happened. Today we would call this a diary. This day book has come down to another Susan Cavendish, who often reads bits out of it, like these:


"January fifth. The Christmas season is over. I am tired of parties and balls."

"May first. Today was May Day. I was *not* the May Queen because I am only fourteen. It is true that Julie is fifteen, but she is not nearly so pretty. Mamma told me we are going north in June. I have started to brush my hair one hundred times every night."

Susan does not seem to have taken her day book north, because the next note was written September 20:

"We went to see the Governor-General yesterday. Wore my blue dress and was kissed by him on my cheek!"

After that she writes of autumn and hunting and how she fell off her horse on October first. She had to remain in her bedroom for a long period of time, with nothing to do but her sewing, and miss three grand balls.

May	true	season	fifteen		tired
fifth	brush	bedroom	October		
period	fourteen	sewing	January		



## Know Your Words



1. Write the words for 14, 15, and 5th.
2. Write the word that is two little words put together and means part of a house.
3. Write the names of three months, using capitals. Write abbreviations for two of them. Why doesn't the other one have an abbreviation?
4. Write these sentences, using **tired**, **brush**, **true**, **period**, **sewing**, and **season** in the blanks. Be sure to begin each sentence with a capital and end it with a period or a question mark.
  - a. It is good for your hair to \_\_\_\_\_ it.
  - b. Is it \_\_\_\_\_ that today is your birthday?
  - c. Almost every sentence ends with a \_\_\_\_\_.
  - d. Do you feel \_\_\_\_\_ after \_\_\_\_\_ so long?
  - e. Spring is a \_\_\_\_\_ of the year.
5. Alphabetize the words beginning with **t**, **b**, **s**, and **f**. You will have to look as far as the fifth letter.
6. Write the names of the first two months of the year. Draw a line under the **uary** and **ruary**. The first **r** in **February** is a letter we must remember. It is not a silent letter, and must be pronounced.
7. Write these words, filling in the missing letters:  
Jan — — — y, fi — th, f — — rteen, fi — — — — n, p — r — — d,  
Oct — ber, s — — son, M — —, bedroo —, t — — ed,  
t — — —, br — — h, s — — ing.



## Some Review Words

finally	fed	lion	soft
trouble	capital	married	course
schoolhouse	handkerchiefs	juice	easy
sugar	really	slipped	girl's
tired	happened	October	sight
dried	fifth	written	fifteen
cloth	surprised	farther	hung
period	except	sail	true
bloom	January		

## For Dictation

In most countries of the world there are college courses for everyone. Much time is spent in preparing written reports in history. May the fifteenth usually is the important date when the students finally learn the results of their year's work.

The president of the Junior Red Cross was surprised to receive a valentine at the schoolhouse on February fourteenth. It happened to be his fifth and he slipped it into his pocket out of sight. At his age it was most exciting to gather such things.

## Know Your Review Words

1. Write the antonyms of **hard** and **false**.
2. Write the word in each column that begins with the same letters as the underlined word.

<u>fifteen</u>	<u>sliding</u>	<u>clatter</u>	<u>wrong</u>
lion	slipped	bother	trot
fifth	market	person	written
rule	foolish	cloth	higher

3. Can you fill in the space opposite the meanings given below with the correct review words?

- a. At last. \_\_\_\_\_
- b. The chief city of a country or a province. \_\_\_\_\_
- c. Did hang. \_\_\_\_\_
- d. Direction or route. \_\_\_\_\_

4. Write five words with the letter **c** in them. Put an **s** after each word with soft **c** and a **k** after each word with hard **c**.

5. In one column write in syllables 3 words having three syllables. In another column write in syllables 3 words having two syllables. In the last column write 3 words with only one syllable. Put in all the accent marks. Check yourself by looking in your dictionary.

6. Write **trouble**, **true** and **juice**. Cross out the silent **e** in each and mark the vowels.

7. Write the plural by adding **s** to **period**, **lion**, **sail**, **sight**.

8. Alphabetize **sugar**, **schoolhouse**, **finally**, **fifteen**, **fifth**, **slipped**, **written**, **hung**. You will have to look at the fifth letter in **fifteen** and **fifth**.




## The Secret Tunnel

I was to spend a short vacation at my uncle's house in the country. He had just bought a queer old stone house which had been a famous inn two hundred years before.

I had hardly arrived before Uncle said: "John, there is supposed to be a secret tunnel under this house, where some of Wolfe's brave soldiers hid from the French. They were prisoners who had escaped and who were trying to get back to their own army. No one ever found them here."

I was so excited that when dinner was finished, Uncle and I went down to the basement and searched for an opening in the stone walls. I was the one to find a loose stone, and I was proud of myself. I pushed on it, and a hidden door swung open. There before us was a low, dark tunnel. My hand shook a little as I lighted my matches. We walked down the long stone tunnel and found its end in an old well that had not been used for many years.

Uncle was as excited as I was. "John," he said, "some interesting characters have gone through here in years long past. How I would like to know the stories of some of them!"

tunnel	finished	past		loose
brave	hardly	arrived	low	queer
basement	uncle's	hid	characters	

## Know Your Words

1. Write the four words with double letters.

2. Look in your dictionary at the four words that begin with **q**. What letter follows **q** each time? In English words the letter **q** is always followed by **u**. In alphabetizing words beginning with **q**, we must look at the third letter. Why?

Write the word that begins with **q** and means **strange**.

3. Write the word that shows possession, using **'s**.

4. Write synonyms for:

- |           |           |           |
|-----------|-----------|-----------|
| a. ended  | d. people | g. funny  |
| b. daring | e. gone   | h. cellar |
| c. came   | f. just   | i. untied |

5. Write these sentences, correctly using **hid**, **hide**, **past**, and **passed**:

- The car went \_\_\_\_\_ the house.
- The car \_\_\_\_\_ by quickly.
- The children like to \_\_\_\_\_ in the barn.
- John \_\_\_\_\_ in the barn yesterday.

6. Make new words by adding **ly** to **hard**, **ed** to **finish**, **d** to **arrive**, and **s** to **character**.

7. Alphabetize the words beginning with **b**, **l**, and **h**. You will have to look as far as the third letter. Why?

8. Write in syllables the words of two or more syllables. Put in the accent marks. Check yourself by looking in your dictionary.

9. Write these words, filling in the missing letters:  
tu — — —, c — ar — cters, ar — — ved, h — d, brav —,  
unc — — — —, qu — — r, fin — — hed, hard — —, pa — —,  
l — — se, bas — ment, l — —.




## Windmill Land

Land which is lower than the level of near-by water must be protected against water, or it will be flooded most of the time. Such a piece of land belongs to the Dutch. To keep out the sea, they have built steep walls around their country—walls made of earth and stones and huge wooden piles. These walls are called *dikes*. To keep the water that falls in heavy rains off the land, they found they could dig canals and pump out the water by windmills.

Only a careful, hard-working, thrifty people like the Dutch could have made farm land produce such fine vegetables and other crops. The Dutch, however, are even more famous for their cheese, eggs, butter, and meat. These are the principal things they trade with other countries. Some of the things they get in return are coffee, cocoa, iron, coal, wheat, corn, and lumber.

Sailboats, wooden shoes, wide white caps, red-cheeked children, clean and shining houses, and miles of flat pasture land—all these you will see some time if you go to Holland. But you would also see people living much as you do, for all countries are becoming more and more alike.

coffee	trade	steep	pasture	dig
crops	vegetables	pump	butter	against
thrifty	stones	 some time	windmills	

## Know Your Words

1. Write the word that means:

- |                                 |                              |
|---------------------------------|------------------------------|
| a. rocks                        | d. something people drink    |
| b. not wasteful                 | e. a food made from cream    |
| c. what farmers harvest         | f. a place where cattle feed |
| g. make a hole in the ground    |                              |
| h. almost straight up and down  |                              |
| i. food that we grow in gardens |                              |

2. Write the word that means either to get water from the ground or to fill a tire with air.

3. Add *s* to form the plural of: **windmill, crop, pump, pasture, stone, vegetable.**

4. Add *st* to **again**, and add *mills* to **wind**.

5. Write **stones, pump, dig, windmills, trade, and crops**, and mark the vowel sounds. Cross out each silent **e**. Look up these words in your dictionary to check yourself.

Write **thrifty** and mark the **i**. In your dictionary you will find that the **y** is a vowel and is pronounced like **i**. After **thrifty** write the vowel sound of **y**.

6. Write the words of one syllable. These words cannot be divided at the end of a line.

7. Write the word which means **at some time**.

8. Write **against** and then write the sound of **ai** in it. Look in your dictionary to see if you are right.

9. Alphabetize the words beginning with the letters **t, c, p, and s**.

10. Write these words, filling in the missing letters:  
**b — t — er, coff — —, pas — — — —, p — — p, ag — — nst,**  
**st — — p, stōn — s, veg — tables, som — time, d — g,**  
**tr — d —, cr — ps, th — — fty, windmi — — s.**






## Our Parades

Our town loves a parade and there's one on almost every holiday.

On the First of July both the soldiers and the police march in the parade. The band is out, of course, flags are waving, and bells are ringing. There are floats too, picturing different subjects from history. Last year there were four floats. Each one seemed better than the one before. The fourth float was the best of all and took the prize. It showed a fort, and there were ski troops fighting with guns that went off with great bangs. Our neighbour's daughter was a nurse, who knew how to tear up sheets for bandages for wounded soldiers.

On Christmas Eve the children parade if the weather is not too cold. Sometimes a float shows a fat, jolly Santa Claus, going down the chimney to fill stockings, or trimming the tree.

On New Year's Day anybody and everybody parades. In fact, almost the whole town joins in. The floats often picture the Old Year dead and buried and the New Year young and strong and full of life. Since nearly everyone takes part in the New Year's parade, there are not many left to watch it.

New Year's	bells	holiday		tear	July
prize	jolly		fourth	ski	fort
daughter		there's	parade	police	



## Know Your Words



1. Write the word that means:

- |                             |             |                     |
|-----------------------------|-------------|---------------------|
| a. 4th                      | b. laughing | c. a reward         |
| d. a street show            |             | e. someone's child  |
| f. first day of the year    |             | g. things that make |
| h. a place used for defence |             | a ringing sound     |
| i. a runner to slide on     |             | j. there is         |

2. Write **New Year's Day**. These words have capitals because they are the names of a holiday. Be sure to use 's. Write **new year** without capitals in this sentence:

The n — — y — — — begins on January first.

3. Look in the dictionary for another word spelled just like **tear** but not pronounced like it. Write these sentences using **tear** in each:

- Do not \_\_\_\_\_ your dress.
- A \_\_\_\_\_ fell from her eye.

4. Write the plural by adding **s** to **daughter**, **fort**, **holiday**, **parade**, **ski**, and **prize**.

5. Write the two words having an **i** that sounds like **e**.

6. Write the antonym of **sad**.

7. Write the name of a month, using a capital.

8. Write these words, filling in the missing letters:

p — rade, pol — — —, J — ly, ho — — day, f — — t, f — — rth,  
d — — — — ter, jo — — —, t — — r, N — — Y — — r's, sk —,  
ther — — s, pri — e, b — lls.




## Bringing the News

The old man was asleep when I reached his cabin in the woods with the letter. He was lying on a cot on his front porch, his hands folded under the back of his neck. Should I speak to him, anyway, or make a noise that would wake him up? Or wouldn't it be better to let him sleep on and dream for a few minutes more? If the letter held good news, it would keep, and it seemed a pity to interrupt his peaceful sleep.

Not being in a hurry, I decided to wait awhile. So I sat on a bench under a tree and looked around. Everything was clean outside the house. At one side was a garden with beans and corn and potatoes growing in it. At the corner of the house was a high pile of neatly chopped wood.

The hot sun was shining and it was still in the woods this afternoon. No wind stirred the trees. Even the birds were silent. Not a note, not a sound broke the quiet.

I was just wondering what would happen if the news were sad, when the old man appeared around the side of the house. I held up the letter. He tore it open quickly, and a smile broke over his face. "Good!" he said. "My son is well again."

being	sad	held	shining	sound
noise	wake	corner	neck	wouldn't
potatoes		anyway	reached	dream

## Know Your Words

1. Write the words that rhyme with **round**, **cream**, **dining**, **take**, **glad**, and **check**.

2. Add **s** to form the plural of **dream**, **corner**, and **noise**. Add **es** to form the plural of **potato**.

3. Make new words by adding **ed** to **reach**, **ing** to **be**, and **way** to **any**. Change **o** to **e** in **hold** to make **held**.

4. Write the word that means:

- |                     |                                    |               |
|---------------------|------------------------------------|---------------|
| a. did hold         | b. did reach                       | c. vegetables |
| d. part of the body | f. the opposite of <b>glad</b>     |               |
| e. would not        | g. the opposite of <b>to sleep</b> |               |

5. Write the words of one syllable in one column, the words of two syllables in another, and the words of three syllables in a third column. Leave spaces between the syllables, and put in the accent marks in the second and third columns. Check yourself by looking in your dictionary.

6. Alphabetize the words beginning with **n** and **s**. You will not have to look beyond the second letter.

7. Write **wake** and **dream**. Cross out the silent **e** in **wake** and mark the vowel. Beside **dream** write the sound of **ea**. Write the consonants in both words.

8. Write **noise** and **sound**. Look at the pronunciation of each word in your dictionary. You will see that the **oi** and the **ou** are said together, as in **oil** and **about**. These vowels are often said together.

9. Write these words, filling in the missing letters:  
**n** — — **se**, **n** — **ck**, **dr** — — **m**, **wa** — —, **s** — — **nd**, **s** — **d**,  
**p** — **tat** — — **s**, **shi** — **ing**, — **nyway**, **r** — — **ch** — —, **co** — **ner**,  
**b** — — **ng**, **h** — **l** —, **w** — — — **dn** — **t**.




## Lonesome Journey

The mail plane was flying low on its journey across the wide western plains. Tonight the miles of flat country below were wrapped in a thick covering of ice and snow. As Jim looked down, he wondered if the North Pole itself might look something like this.

He became rather lonesome carrying a great pack of mail all by himself. But since Jim couldn't get anyone else to do it, he kept on with it all by himself, year after year.

He wondered how it would be to live down there on one of those farms, with no neighbour nearer than fifty miles away. It was either snow and cold winds, which drove you indoors all winter, or else dry heat and thousands of insects during the whole summer. Well, he supposed a man would become lonesome there, too!

Ahead Jim saw the lights of the airport. There he would find warmth and friends and would be given plenty of food. Slowly he circled his airplane around twice and got ready to land. Then all of a sudden, it seemed, the long journey was over.

become	wide	slowly	plenty	pack
became	drove	plains	given	either
sudden	 whole	miles	fifty	

## Know Your Words

1. Look in your dictionary to find how to pronounce **either**. Either way is right.
2. Write the word for **50**.
3. Write these sentences, using the homonyms **whole** and **hole**:
  - a. I have a \_\_\_\_\_ dollar.
  - b. He dug a \_\_\_\_\_ with a stick.
4. Write the word that is used when there is a choice.
5. Add **ly** to **slow** and **sudden**. Add **n** to **give**.
6. Write the plural of **plain**, **pack**, and **mile**.
7. Write the antonyms for **quickly**, **gradual**, and **narrow**.
8. Write the words that rhyme with **back**, **piles**, **dates**, **driven**, and **ride**.
9. Write the words that mean **enough**, **not expected**, **did drive**, and **did become**.
10. Write these words in syllables: **drove**, **sudden**, **given**, **slowly**, **whole**, **became**, **wide**, **plenty**, **fifty**, **miles**, and **pack**. Show the accent in the words having more than one syllable. Mark a long or a short vowel in each word. Check yourself by looking in your dictionary. You will see that the **y** in **slowly**, **plenty**, and **fifty** is pronounced like short **i**.
11. Alphabetize all fourteen of your new words.
12. Write these words, filling in the missing letters:  
**giv — n**, **pl — nty**, **becam —**, **becom —**, **mil — s**, **fi — — y**,  
**wid —**, **— hole**, **slo — — —**, **drov —**, **su — — en**, **e — ther**,  
**pa — —**, **pl — — ns**.

## Building on Words You Have Had This Year

1. Write **doctor**. Add **ed** to make **doctored**. Add **'s** to make **doctor's**. Add **s** to make **doctors**.

2. Write **gather**. Add **s** to make **gathers**. Add **ed** to make **gathered**. Add **ing** to make **gathering**. Add **er** to make **gatherer**. Add **s** to **gatherer** to make **gatherers**.

3. Write **drive**. Add **n** to make **driven**. Change **i** to **o** to make **drove**. **Drove** means **did drive**.

4. Write **paint**. Add **s** to make **paints**. Add **ed** to make **painted**. Add **ing** to make **painting**. Add **s** to **painting** to make **paintings**. Add **er** to **paint** to make **painter**. Add **s** to **painter** to make **painters**.

5. Copy the following sentences, using **let's**, **lets** correctly:

a. (**Let's**, **Lets**) go swimming.

b. My father (**let's**, **lets**) me go swimming in the summertime.

6. Write **slept**. Double the **e** and drop the **t** to make **sleep**. Add **ing** to make **sleeping** and **s** to make **sleeps**.

7. Write **ski** and **sky**. Pronounce each word and tell its meaning. To **ski** add **s**, **ed**, and **ing** to make **skis**, **skied**, and **skiing**. Change the **y** of **sky** to **i** and add **es** to make **skies**.

8. Copy the following sentences, using the right word in each:

a. He is living at his (**sisters**, **sister's**) house.

b. I have three (**sisters**, **sister's**).

9. **Coarse** and **course** are homonyms. Write the word that should be used with **sand**; the word that should be used after **of**.

10. The words in the first column are words in your

spelling lessons. Following each, you will see one or more words made from the spelling word. Copy the new words that you made. Tell what you did to one word to make the other.

sound	sounds	sounded	sounding
spent	spending		
plains	plain		
teacher's	teachers		
hang	hanging		
lion	lions		
mark	marks		
shining	shiny	shined	shone
climb	climbed	climbing	
frightened	fright	frighten	frightens
falling	falls		
filled	filling		
feel	feeling		
form	formed	forming	
happened	happens	happening	happenings
sliding	slid		
move	moving		
save	saved	saving	
sail	sailing		
minute	minutes		
wonder	wondered	wondering	

## Demons Words From Three Grades

Most spelling "demons" are met with in the second, third, and fourth grades. Nobody knows why some of them are demons, for you will find many of them easier than words that are not demons. A demon, as you read on page 10, is a word that a great many pupils have missed. Wouldn't you like to see how many second-,



third-, and fourth-grade demon words you can spell? Here they are. Try testing yourself on a few of these each day. If you are a fairly good speller, not many of them will trouble you.

Here are the demons from three grades. They are arranged alphabetically. There is an empty space after every tenth word to keep you from testing yourself on too many of them by mistake.

about	blue	does
ache	bought	doesn't
across	boy	dog
address	boys	done
afternoon	break	don't
again	brother	down
all right	brought	early
along	built	Easter
already	buy	easy
always	can	enough
am	cannot	every
among	can't	everybody
an	Christmas	father
and	close	February
answer	clothes	finally
any	colour	fine
anything	come	first
anyway	coming	football
April	could	for
are	couldn't	forty
arithmetic	country	fourth
aunt	course	Friday
awhile	cousin	friend
baby	daddy	friends
because	day	from
been	dear	fun
before	Dec.	getting
believe	didn't	goes
believed	different	going
birthday	doctor	good

good-bye	just	once
got	knew	one
grade	know	our
guess		out
had	laid	outside
half	lessons	party
Hallowe'en	letter	people
handkerchiefs	like	
has	likes	piece
have	little	play
	loose	played
having	lots	plays
he	loving	please
hear	made	pretty
heard		principal
hello	make	quit
her	making	raise
here	many	ready
him	maybe	
his	me	really
home	minute	receive
	Miss	received
hope	morning	right
hospital	mother	said
hour	Mr.	Santa Claus
house		Saturday
how	Mrs.	saw
I	much	says
I'll	my	school
I'm	name	
in	nice	schoolhouse
instead	Nov.	seemed
	now	send
interesting	nowadays	sent
isn't	o'clock	shoes
it	Oct.	sincerely
its		snow
it's	off	some
I've	often	something
Jan.	on	some time

sometimes  
soon  
store  
straight  
studying  
sugar  
summer  
Sunday  
sure  
surely  
  
surprise  
swimming  
teacher  
teacher's  
tear  
Thanksgiving  
that's  
the  
their  
them  
  
then  
there  
there's  
they  
think  
though

thought  
through  
time  
tired  
  
to  
today  
together  
tomorrow  
tonight  
too  
toys  
train  
trouble  
truly  
  
Tuesday  
two  
uncle  
until  
us  
used  
usually  
vacation  
very  
want  
  
was  
we

wear  
weather  
Wednesday  
week  
well  
went  
we're  
were  
  
when  
where  
which  
white  
whole  
will  
with  
women  
won't  
would  
  
write  
writing  
written  
wrote  
you  
your  
yours

## Your Dictionary

In your dictionary you will find all the new words you are to learn this year. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what it means, and how it is used in a sentence.

Numbers in heavy type after the pronunciation show the page on which the word appears in the book.

Words which have stars in front of them are extra words which are not in the lessons. You are to learn as many of these words as you can by yourself. Your teacher will explain the plan.

Read again on page 47 about the guide words at the top of each page.

### Key to Pronunciation

Some letters have several different sounds. The different sounds of each letter are marked in this dictionary. The marks are shown here as they are used in words that you know. They are also shown at the foot of each page in your dictionary.

ā as in ate	ē as in baker	ō as in obey	ōō as in foot
ǎ as in at	ĕ as in begin	ô as in or	ou as in about
ä as in are		û as in use	oi as in oil
â as in care	ī as in ice	ŭ as in us	tû as in nature
ǎ as in glass	ĭ as in is	û as in turn	th as in then
		ũ as in unite	th as in thin
ē as in we	ō as in old		
ě as in met	ǒ as in not	ōō as in shoot	zh as in garage

### ABLE

#### A

a'ble (ā'b'l) **28.** The boy is *able* to sit up.

a bove' (ā būv') **44.** Over. Clouds float *above* the earth.

\*act (ǎkt). **1.** Do something. We would *act* as if we were going home. **2.** Play a part. We *act* in a play.

### AGAINST

ad dress' (ǎ drēs') **50.** **1.** Place where one lives. My *address* is 5 Riverside Drive. **2.** A speech. The Prime Minister will make an *address* over the radio. **3.** To direct a letter. Shall I *address* the letter to John? **4.** To speak to. Did you *address* me?

a gainst' (ā gēnst') **86.** Our

team is fighting *against* your team. The desk is *against* the wall.

**age** (āj) 78. His *age* is ten years.

**\*a head'** (à hěd'). 1. In front.

The man rode *ahead* of us.

2. Farther along than. John is *ahead* of Mary in school.

**all right** (ôl rīt) 46. 1. It is *all right* for you to go out today.

2. The doctor said I would be *all right*.

**an'gry** (äng'grī) 50. Joe was *angry* because he could not have the candy.

**\*an nounce'ments** (à nouns'm'nts). The teacher's *announcements* of the ball games are always clear.

**\*an'y bod'y** (ěn'ī bōd'ī). Any one person. It did not hurt *anybody*.

**an'y one** (ěn'ī wŭn) 36. Anybody. He did not want *anyone* to be unhappy.

**an'y way** (ěn'ī wā) 90. In any case. I shall go to the party *anyway*.

**A'pril** (ā'pr'l) 16. The fourth month of the year is *April*.

**aren't** (arnt) 62. Short form of *are not*. Today there *aren't* many cars on the road.

**ar'my** (är'mī) 28. 1. A very large body of soldiers. 2. A large number. An *army* of men removed the snow.

**ar rived'** (à rīvd') 84. Reached a place. We *arrived* home.

**ar'row** (är'ō) 48. 1. A rod with a pointed end used for shooting from a bow. We had a bow and *arrow*. 2. A mark with a pointed end to show direction. An *arrow* points toward the lake.

**au'di to'ri um** (ô'dī tō'rī'm) 32. A large room. The school held the play in the *auditorium*.

**\*au'tumn** (ô't'm). The season between summer and winter. In the *autumn* the leaves begin to fall.

**a while'** (à hwil') 46. For a short time. Wait *awhile*.

**a woke'** (à wōk') 72. Became awake. He *awoke* early.

## B

**bad'ly** (băd'li) 64. In a bad way. Tom played *badly* and lost. She was hurt *badly*.

**band** (bănd) 32. 1. A strip of cloth used for binding. I have a *band* around my arm.

2. A group of music players. The school *band* played well.

**base'ment** (bās'm'nt) 84. The lowest floor in a building. The *basement* was dark.

**\*ba'sin** (bā's'n). A wide bowl. We wash our hands in a *basin*.

**bath** (băth) 58. Every night I take a warm *bath*.

**\*bath'robe'** (băth'rōb'). My

ā, ate; ā, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice  
ī, is; ō, old; ō, not; ō, obey; ô, or;

daddy wears his *bathrobe* after his bath.

\***bay** (bā). 1. Part of a sea or lake. The boat was crossing the *bay*. 2. Red-brown. We saw a *bay* horse. 3. A *bay* tree is a small evergreen tree.

**beach** (bēch) 60. A sandy shore. There is a lot of sand at the *beach* where we swim.

\***beans** (bēnz). 1. We ate our *beans* and bread. 2. Coffee *beans* are really seeds.

**beat** (bēt) 64. 1. Strike (or struck). He will *beat* the drums. 2. Do (or did) better than. We *beat* the Reds in baseball.

**be came**' (bē kām') 92. Came to be. The bud *became* a beautiful flower.

**be come**' (bē kŭm') 92. Come to be. I hope to *become* an aviator.

**bed'room**' (bēd'rōom') 80. A room to sleep in. You need fresh air in your *bedroom*.

**be gin**' (bē gĭn') 22. Start. Please *begin* your lessons now.

**be'ing** (bē'ing) 90. From *be*. The lions are *being* fed now.

**be lieve**' (bē lēv') 24. Think true. I *believe* what you say.

**be lieved**' (bē lēvd') 54. Columbus *believed* the world round.

**bells** (bēlz) 88. Church *bells* ring on Sunday.

\***be long**' (bē lōng'). 1. Be part

of. I *belong* to the Girl Guides. 2. Be owned by. These pencils *belong* to James.

\***be low**' (bē lō'). Under. 1. Write your name *below* this line. 2. In the box *below* were five kittens.

\***belt** (bēlt). Helen forgot to button the *belt* on her dress.

\***ber'ries** (bēr'iz). Holly has red *berries*.

**be side**' (bē sīd') 36. Near or close to. I stood *beside* John.

**be tween**' (bē twēn') 36. 1. The secret was *between* Tom and Jane. 2. The river flows *between* its banks.

\***big'gest** (bĭg'ĭst). Most big. The *biggest* boy caught two fish.

\***black'smith**' (blāk'smith'). A man who makes iron shoes for horses. The *blacksmith* is a strong man.

**blew** (blōō) 54. Did blow. The wind *blew* all day.

\***blind** (blind). Not able to see. The cat is *blind* in one eye.

**blocks** (blōks) 32. 1. They were three *blocks* from home. 2. Children like to build with wooden *blocks*.

**bloom** (blōōm) 78. Roses are in *bloom* now.

**blow'ing** (blō'ing) 54. The wind is *blowing* the leaves.

\***blue'ber'ries** (blōō'bēr'iz). We made a pie of *blueberries*.

**bod'y** (bōd'ĭ) 18. Germs may

ū, use; ũ, us; û, turn; ù, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## BONE

enter the *body* through the mouth.

**bone** (bōn) 42. The dog hid the *bone*.

**boots** (bōōts) 66. Coverings for the feet and the legs. My *boots* keep my feet dry.

**\*both'er** (bōth'ēr). 1. Make trouble for. Don't *bother* your mother when she is busy. 2. Something that causes trouble. Our cat is a *bother*, but we love it.

**bot'tle** (bōt'l) 18. I have a *bottle* of milk.

**bot'tom** (bōt'm) 36. The lowest part. He slid to the *bottom* of the hill.

**bow** (bō) 48. 1. I like to play with my *bow* and arrow. 2. Please make a *bow* with this ribbon.

**bowl** (bōl) 48. They ate rice out of a *bowl*.

**boy's** (boiz) 30. I found the *boy's* book and gave it to him.

**brave** (brāv) 84. 1. The Indians are *brave* people. 2. We saw an Indian *brave*.

**break** (brāk) 58. 1. Burst or crack. If I drop the glass, it will *break*. 2. Force a way. We saw the man *break* through the crowd. 3. Do better than. If our team wins, it will *break* the record for the year.

**\*brick** (brīk). 1. A block of baked clay used in building

## BUSY

walls. He laid the last *brick*. 2. Made of bricks. He built a *brick* house.

**bridge** (brīj) 34. 1. Road built over water. We drove across the *bridge*. 2. Raised platform. The captain stood on the *bridge* of the ship. 3. A card game. My mother plays *bridge* Wednesday afternoons.

**bro'ken** (brō'k'n) 20. From *break*. My doll's leg is *broken*.

**brush** (brūsh) 80. 1. Where are my comb and *brush*? 2. We walked through the *brush* in the woods.

**\*bub'bles** (büb'lz). 1. I like to blow soap *bubbles*. 2. The spring *bubbles* up from the ground.

**build** (bild) 36. The man will *build* a house.

**built** (bilt) 62. Did build. They *built* railroads across the country.

**\*bur'ied** (bēr'id). 1. Placed in a grave. The boy *buried* his dog in the garden. 2. Hidden in the ground. The boys are looking for a *buried* treasure.

**bus** (būs) 32. We rode on the *bus*.

**bush'es** (bōōsh'iz) 36. Woody plants smaller than trees. Some birds build nests in *bushes*.

**bus'y** (bīz'ī) 34. The principal is a very *busy* person.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ō, or;



## BUTTER

**but'ter** (büt'ēr) 86. *Butter* makes bread taste better.

## C

**cab'in** (kāb'in) 36. 1. A small house. We lived in a *cabin* at the lake. 2. A small room on a boat. I went back to my *cabin*. 3. The passenger space on an airplane. The plane's *cabin* was warm.

**cage** (kāj) 28. The bars of the tiger's *cage* are strong.

**\*cal'en dar** (kāl'n dēr). A list which shows the days, weeks, and months of the year. The *calendar* shows that my birthday will be on a Wednesday.

**cam'el** (kām'l) 46. An animal with one or two humps on its back. A *camel* is useful in the desert.

**ca nals'** (kā nālz') 36. *Canals* are dug in order to make short water routes between places.

**\*cap'i tal** (kāp'ī tāl) 74. 1. The chief city of a country or state. Ottawa is the *capital* of Canada. 2. Large letter. Every sentence begins with a *capital*. 3. Excellent. It was a *capital* idea.

**cap'tain** (kāp'tīn) 54. 1. An officer in the army or navy. Tom's father is a *captain* in the army. 2. Head of a ship or a team. Dick is *captain* of our baseball team.

## CHARACTERS

**car'a van** (kār'ā vān) 46. A group of people travelling together. A *caravan* travels on camels in the desert.

**care'ful** (kār'f'l) 72. Taking care. I'll be *careful* to lock the door.

**\*car'riage** (kār'īj). Something to ride in. The baby rode in her *carriage*.

**car'ried** (kār'id) 44. Did carry. My mother *carried* her bundles home.

**\*car'rots** (kār'ŭts). Red-yellow vegetables. I eat *carrots*.

**\*cart** (kārt). A wagon with two wheels. The pony pulled the *cart*.

**\*carve** (kārv). Cut. Daddy likes to *carve* the turkey.

**cas'tle** (kās'l) 38. A large building that can be defended. The king's *castle* had high walls around it.

**cat'tle** (kāt'l) 42. Animals such as cows and bulls on a farm. We found the *cattle* in the meadow.

**\*cel'lar** (sěl'ēr). A room below the level of the ground. I went down to the *cellar*.

**\*cen'tre** (sēn'tēr). The middle of something. The ball was in the *centre* of the field.

**cents** (sēnts) 13. One hundred *cents* make a dollar.

**\*cer'tain** (sūr't'n). Sure. John was *certain* he could do it.

**char'ac ters** (kār'āk tērz) 84.

ū, use; ũ, us; û, turn; ù, unite; ōō, shoot; ȳ, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

People, often in a play. The important *characters* in the play were the boy and girl.  
**charge** (chärj) **38**. 1. List as a debt. Please *charge* this to Mother. 2. Cost. The *charge* for each child was ten cents. 3. Care. Mary has *charge* of the plants. 4. To attack. The soldiers began to *charge* the enemy.

**chase** (chās) **76**. Run after to catch or drive away. We saw a dog *chase* a cat.

**cheese** (chēz) **34**. A food made from milk. Do you like *cheese* with your pie?

**chief** (chēf) **48**. 1. Most important. Fred's *chief* interest is baseball. 2. Person at the head. The *chief* of the firm is the president.

**\*chi'na** (chi'nà). Dishes. Our *china* is very old.

**\*chose** (chōz). Picked out. Billy *chose* the red ball.

**cir'cus** (sūr'k's) **62**. An outdoor show. The *circus* had ten clowns.

**\*cli'mate** (kli'mīt). Weather during the year. The *climate* there is cool and dry.

**climb** (klīm) **30**. 1. Go up. The children like to *climb* the hill. 2. Going up. It is a long *climb* to the top of the mountain.

**clock** (klōk) **32**. What time is it by your *clock*? Mine says ten minutes to two.

**\*clos'er** (klōs'ēr). Nearer. Billy came *closer* and *closer*.  
**cloth** (klōth) **78**. My coat is made of brown *cloth*.

**clothes** (klōthz) **20**. 1. What one wears. My mother wears pretty *clothes*. 2. Gives things to wear. Their mother feeds her children well and *clothes* them warmly.

**\*clo'ver** (klō'vēr). A small plant with red or white flowers. *Clover* smells sweet.

**club** (klüb) **30**. 1. A small heavy stick. I hit the ball with a *club*. 2. A group of persons who like to do the same things. The girls' *club* sews on Tuesday afternoons.

**coast** (kōst) **22**. 1. The sea-shore or the land near it. There are rocks and sand on the *coast*. 2. To slide down. The children like to *coast* down the hill when there is plenty of snow.

**cof'fee** (kōf'ī) **86**. A drink made from the seeds of the coffee plant. He drinks *coffee* at breakfast.

**col'lege** (kōl'ij) **72**. A school higher than high school. My brother goes to *college*.

**\*col'lie** (kōl'ī). A breed of dog with long hair. His *collie* was very intelligent.

**\*col'o nies** (kōl'ō nīz). The thirteen American *colonies* became the United States.

**com'pa ny** (kūm'pā nī) **54**. 1.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; i, ice; I, is; ô, old; ô, not; ô, obey; ô, or;

Guests. We had *company* at dinner last night. 2. A group of people working together in business. There is a furniture *company* in our city. 3. A group of soldiers commanded by a captain. John has a brother in that *company*. 4. We like each other's *company*.

**con'test** (kõn'těst) 72. A game or battle of strength or wits. Our room is having a spelling *contest*.

\***con'ti nent** (kõn'tĩ n'nt). A large body of land. Canada is on the *continent* of North America.

**cook'ies** (kõök'iz) 42. Small sweet cakes. I like to eat my mother's *cookies*.

**cool** (kõol) 34. Not warm. We found some *cool* water.

**cor'ner** (kõr'něr) 90. We ran around the *corner*.

**cost** (kõst) 13. 1. The coat *cost* a hundred dollars. 2. He sold a television set at *cost*.

\***cos'tume** (kõs'tũm). A special dress. I wore a long *costume* in the play.

**coun'tries** (kũn'trĩz) 62. Brazil and Colombia are *countries* in South America.

**course** (kõrs) 72. 1. A part of a meal. The last *course* of the dinner was ice cream. 2. Direction or route. The plane was blown off its *course*. 3. Of *course* we want

to go.

**cov'er** (kũv'ěr) 58. 1. Place something over. You must *cover* canaries at night. 2. A lid. The *cover* was tight.

\***cream** (krēm). 1. Thick part of milk which rises to the top. Would you like some *cream* in your coffee? 2. The best part of something. The *cream* of the crop was kept.

**creek** (krěk, křik) 36. A small stream of water. We went to the *creek* to catch fish.

**crops** (krõps) 86. Grain, fruit, or vegetables raised and gathered. The *crops* of wheat and corn are good this year.

\***cup** (kũp). Please bring me a *cup* and saucer.

## D

\***dam** (dãm). They built a *dam* across the river.

\***dan'ger ous** (dãn'jěr ũs). Not safe. It is *dangerous* to handle scissors carelessly.

**dates** (dãts) 70. 1. Fruit. *Dates* grow on palm trees. 2. Special times. Our club meets on certain *dates*. 3. Appointments. They always kept their *dates*.

**daugh'ter** (dõ'těr) 88. My cousin Mary is the *daughter* of my Aunt Ellen.

**dead** (děd) 18. No longer living. The *dead* bird was buried in the garden.

ũ, use; ũ, us; û, turn; û, unite; õõ, shoot; õõ, foot; ou, about; oi, oil; tũ, nature; th, then; th, thin; zh, garage.

**death** (dĕth) **58.** The end of life. A letter told of her uncle's *death*.

**Dec.—16.** Short form for *December*.

**De cem'ber** (dĕ sĕm'bĕr) **44.** *December* is the last month of the year.

**\*dec'o rat'ed** (dĕk'ō rā'tīd). **1.** Made beautiful. The boys *decorated* the Christmas tree. **2.** Gave a medal or a badge to. They *decorated* the soldier for bravery.

**deep** (dĕp) **78.** **1.** The ocean is very *deep*. **2.** He has a *deep* voice. **3.** She was in a *deep* sleep.

**des'ert** (dĕz'ĕrt) **46.** A place without water and trees. There are many sandstorms in the *desert*.

**dig** (dīg) **86.** I like to *dig* in the garden.

**\*dikes** (dīks). Walls of earth to keep out water. The *dikes* in Holland keep the water from flowing over the land.

**\*dirt** (dûrt). **1.** Soil. She has a bucket full of *dirt*. **2.** Filth. Clean people hate *dirt*.

**dirt'y** (dûr'ti) **64.** Not clean. Children who play in the mud get *dirty*.

**\*dis missed'** (dīs mīst'). Sent away. The teacher *dismissed* the class.

**\*ditch'es** (dīch'īz). Narrow hollow places in the earth. The water runs off the road

into *ditches*.

**doc'tor** (dŏk'tĕr) **18.** When I was sick the *doctor* cured me.

**does'n't** (dŭz'n't) **64.** Short form for *does not*.

**dog's** (dŏgz) **42.** The *dog's* tail was wagging.

**dol'lars** (dŏl'ĕrz) **13.** My father gave me two *dollars* to spend.

**\*don'key** (dŏng'kī). A *donkey* is smaller than a horse but has longer ears.

**down'stairs'** (doun'stârz') **20.** On or to the lower floor. He took us *downstairs*.

**\*Dr.** Short form for *doctor*.

**dream** (drĕm) **90.** **1.** Something which seems to happen during sleep. Last night I had a *dream* about school. **2.** Have a dream. I like to *dream* about swimming.

**drew** (drō) **66.** **1.** Pictured with pen or pencil. George *drew* this picture. **2.** Pulled. The horse *drew* the load up the hill. **3.** Took by chance. We *drew* names yesterday.

**dried** (drīd) **70.** Made dry. I washed and *dried* my hands.

**drive** (drīv) **28.** Mother likes to *drive* the car.

**\*drop** (drŏp) **1.** Let fall. Did you *drop* that spoon? **2.** A small bit of liquid. There is a *drop* of water on the floor.

**dropped** (drŏpt) **24.** Did drop. Baby *dropped* his bottle.

**drove** (drŏv) **92.** Did drive. **1.** Mother *drove* the car to

the market. 2. We *drove* the crows away from the corn.

\***dug** (dŭg). From *dig*. We *dug* holes in the sand.

**dur'ing** (dŭr'ing) 22. Within the time of. What did you do *during* the holidays?

## E

**earth** (ŭrth) 42. 1. The world. The *earth* is round. 2. Soil. He dug into soft *earth*.

\***east** (ĕst). A direction. The sun rises in the *east*. Fred lives two miles *east* of here.

**eas'y** (ĕz'ĭ) 74. Not hard to do. The game is *easy* to play.

**eat'en** (ĕt''n) 70. From *eat*. The children have *eaten* all the candy.

**ei'ther** (ĕ'thĕr, ĭ'thĕr) 92. One or the other. *Either* you or I will go to the store.

\***e lec'tric'i ty** (ĕ lĕk'trĭs'ĭ tĭ). *Electricity* flows through wires and gives us light, heat, and power.

**el'e phant** (ĕl'ĕ f'nt) 74. Largest four-footed animal. The *elephant* has a very long trunk.

\***emp'ty** (ĕmp'tĭ). Holding nothing. The candy box is *empty*.

\***en'e my** (ĕn'ĕ mĭ). One who is against us. Sometimes we must fight the *enemy*.

**Eng'lish** (ing'glĭsh) 50. 1. The people of England. The *English* are our friends. 2.

A language. We speak *English*.

**e'ven** (ĕ'v'n) 42. 1. Make the space *even* on both sides.

2. We shall go to the party *even* if it rains.

**ev'er y bod'y** (ĕv'ĕr ĭ bŏd'ĭ) 32. Everyone. *Everybody* likes apple pie.

**ev'er y where'** (ĕv'ĕr ĭ hwâr') 44. In all places. They saw water *everywhere*.

**ex cept'** (ĕk sĕpt') 72. Leaving out. We skate every day *except* Sunday.

**ex cit'ing** (ĕk sĭt'ing) 72. Stirring up feelings. He told his mother the *exciting* news.

## F

**fair'y land'** (fâr'ĭ lănd') 38. A make-believe place where fairies live. In *fairyland* everything is strange and beautiful.

**fal'ling** (fŏl'ing) 66. Dropping. A gentle rain was *falling*.

**fa'mous** (fâ'm's) 44. Well-known. He was a *famous* artist.

**farm'er's** (fâr'mĕr'z) 64. The *farmer's* wheat crop is large.

**far'ther** (fâr'thĕr) 74. At a greater distance. Jane lives two blocks *farther* from school than Nancy.

\***fas'ten** (fâs''n). Make firm or secure. He will *fasten* the gate.



**fa'ther's** (fä'thērz) 20. Belonging to one's father. My *father's* car is red.

**fa'vour ite** (fä'vēr it) 32. Best-liked person or thing. My *favourite* is chocolate cake.

**feast** (fēst) 48. A special meal. We had a *feast* on my birthday.

**Feb.—16.** Short form for *February*.

**Feb'ru ar'y** (fēb'rōō ēr'ī) 16. The second month of the year is *February*.

**fed** (fēd) 70. Did feed. He *fed* the stock.

**feel** (fēl) 30. 1. Let me *feel* the dog. 2. I *feel* happy today.

**felt** (fēlt) 44. Did feel. The captain *felt* sorry for the man.

**fence** (fēns) 36. The *fence* around our yard is high.

**fif'teen'** (fif'tēn') 80. A dime and a nickel make *fifteen* cents.

**fifth** (fifth) 80. 1. One of five equal parts. Each of the five boys had a *fifth* of the ice cream. 2. The next after fourth. Your seat is in the *fifth* row.

**fif'ty** (fif'ti) 92. I paid *fifty* cents for this game.

**filled** (fild) 22. Made full. The girls *filled* the basket with berries.

**fi'nal ly** (fi'n'l ī) 72. At last. He *finally* reached Mexico.

**fin'ger** (fing'gēr) 70. I wear a

ring on that *finger*.

**fin'ished** (fin'isht) 84. Ended. I *finished* most of my work on time.

**fire'place'** (fir'plās') 42. They built a wood fire in the *fireplace*.

**\*fish'er man** (fīsh'ēr m'n). A *fisherman* is a man who catches fish.

**\*fish'er men** (fīsh'ēr mēn). The three *fishermen* went fishing.

**fixed** (fikst) 58. Did fix. Father *fixed* my broken wagon as good as new.

**flew** (flōō) 66. Did fly. The airplane *flew* very high.

**flood** (flūd) 48. A flow of water over land that is usually dry. The heavy rains caused a *flood* in the valley.

**\*fly'ing** (fli'ing). Going through the air. The airplane is *flying* very fast.

**fol'lowed** (fōl'ōd) 22. Went behind. My cat *followed* my sister home from town.

**\*fond** (fōnd). I am *fond* of sweets.

**form** (fōrm) 24. 1. Shape. A ball is round in *form*. 2. To make. We are trying to *form* good habits.

**fort** (fōrt) 88. A building used to defend people. We built a *fort* to protect us from the enemy.

**\*forth** (fōrth). Forward. The rope swung back and *forth*.

ā, ate; ā, at; ä, are; â, care; ä, glass; ē, we; ě, met; ē, baker; ē, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ō, or;

**four'teen'** (fōr'tēn') 80. Six and eight are *fourteen*.

**fourth** (fōrth) 88. 1. One of four equal parts. Twenty-five cents is one *fourth* of a dollar. 2. Next after third. I am in the *fourth* grade.

**fox** (fōks) 74. A small wild animal that looks like a dog. The fur of the *fox* is used on coats.

**free** (frē) 28. 1. Not held back. The dog is *free* to run. 2. Not costing anything. The show is *free*. 3. Clear. Is the street *free* of snow?

**fresh** (frēsh) 70. 1. New. We eat *fresh* fruit every day. 2. Not salty. Salmon are born in *fresh* water.

**friend'ly** (frēnd'lī) 50. Pleasant. The children are very *friendly*.

**fright'ened** (frīt'nd) 46. Made afraid. The wild animals *frightened* me.

**frog** (frōg) 74. A *frog* lives on land and in water.

**\*fro'zen** (frō'z'n). From *freeze*. Hardened from cold, or turned into ice. At last the ice cream was *frozen*.

**fur'ni ture** (fūr'nī tūr) 20. Chairs and tables are pieces of *furniture*.

## G

**\*ga rage'** (gà rāzh'). We keep our automobile in the *garage*.

**\*gate** (gāt). A door in a fence or wall. The *gate* is closed.  
**gath'er** (gāth'ēr) 70. 1. Bring together. I like to *gather* leaves. 2. Come together. The boys and girls *gather* on the playground.

**\*gay** (gā). 1. Happy. We had a *gay* time at the party. 2. Bright in colour. My red dress is very *gay*.

**ghost** (gōst) 24. Spirit of a dead person. She dressed like a *ghost* at the party.

**gi'ant** (ji'nt) 38. 1. A very big, strong man. He looked like a *giant*. 2. Very large. It was a *giant* engine.

**girl's** (gûrlz) 76. The little *girl's* dress was red.

**giv'en** (giv'n) 92. He was *given* another chance to do better.

**\*gla'ciers** (glā'shērz). Slowly moving fields of ice. At one time much of our country was covered with *glaciers*.

**glass** (glās) 20. 1. Windows are made of *glass*. 2. Would you like a *glass* of water? 3. Look at yourself in the *glass*.

**goats** (gōts) 34. Animals somewhat like sheep. *Goats* give milk.

**God** (gōd) 72. They prayed to *God*.

**gold** (gōld) 22. A valuable yellow metal. That watch has a case made of *gold*.

**gold'en** (gōl'd'n) 38. Shiny and

û, use; ũ, us; û, turn; û, unite; õõ, shoot; õõ, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



yellow like gold. I saw a girl with *golden* hair.

\***gold'fish'** (göld'fīsh'). Fish of golden or orange colour. The *goldfish* swims in his bowl.

**good'-bye'** (gööd'bi') 22. My mother and father said *good-bye* to us when we left.

\***goose** (gōōs). A large bird with a long neck. The *goose* can swim.

\***grab** (grăb). Take hold of suddenly. The fox started to *grab* the bird.

\***grand** (gränd). I had a *grand* time. The band played *grand* music.

\***grand'fa'ther's** (gränd'fä-thērz). My *grandfather's* wife is my grandmother.

**grand'moth'er's** (gränd'müth-ērz) 20. My mother is my *grandmother's* daughter.

**grew** (grōō) 32. 1. Became larger. The boy *grew* two inches during the year. 2. Became. It *grew* warmer.

**grown** (grōn) 24. 1. Become larger. I have *grown* three inches in the past year. 2. What will he be when he is *grown*? 3. Raised. Rice is *grown* in China.

## H

**ha** (hä) 38. 1. A sign of joy or triumph. *Ha!* I've found you. 2. The sound of laugh-

ter. "*Ha! Ha! Ha!*" laughed Dick.

**hand'ker chiefs** (hăng'kērchīfs)

78. I have two big *handkerchiefs* in my pocket.

**hang** (hăng) 70. To be held from above. Cherries *hang* on the trees.

**hap'pened** (hăp''nd) 76. 1. Took place by chance. It was not planned; it just *happened*. 2. Occurred. It *happened* yesterday.

**hard'ly** (hărd'li) 84. Only just. I've *hardly* seen her.

\***has'n't** (hăz'n't). Short form for *has not*. He *hasn't* seen my dog.

\***hate** (hāt). Dislike very much. The enemies *hate* each other.

\***health'y** (hěl'thi). Well. Milk makes children *healthy*.

**heart** (hărt) 18. 1. The part of the body that pumps blood. My *heart* is beating. 2. Centre. Paris is in the *heart* of France. 3. Memory. I learned the music by *heart*.

**heav'y** (hěv'ī) 46. Of great weight. Iron is *heavy*.

**held** (hěld) 90. Did hold. Mother *held* the baby.

**hel lo'** (hě lō') 18. A greeting. Tom said *hello* as soon as he came into the room.

\***he's** (hēz). Short form for *he is*.

**hid** (hīd) 84. Did hide. I *hid* the book where you cannot find it. I *hid* from him.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or;

**high'er** (hī'ēr) 62. Taller. That wall is *higher* than this one.

**\*high school** (hī skōōl). I must go to *high school* before I can go to college.

**him self'** (hīm sēlf') 64. Tony *himself* gave me the note. He said the poem to *himself*.

**his'to ry** (hīs'tō rī) 72. The story of past events. We were studying *history* when we learned about Columbus.

**\*hob'by** (hōb'ī). Something we like to do. Collecting stamps is a good *hobby*.

**hol'i day** (hōl'ī dā) 88. Day on which no work is done. Christmas is a *holiday*.

**hour** (our) 38. 1. There are sixty minutes in an *hour*. 2. Time of day. At what *hour* do you go to school?

**\*huge** (hūj). Very large. An elephant is a *huge* animal.

**hung** (hūng) 70. Did hang. He *hung* his coat in the hall.

**hun'gry** (hūng'grī) 50. Wanting food. I am *hungry* every day before lunch.

**\*hunt'er** (hūn'tēr). One who hunts. The *hunter* killed a deer.

**\*hur'ried** (hūr'īd). 1. Worked fast. James *hurried* to finish his reading lesson. 2. Moved fast. I *hurried* for fear I would be late.

**hur'ry** (hūr'ī) 54. Move quickly. *Hurry* home from school.

**hut** (hūt) 48. A small rough building. We built a *hut* in the woods.

## I

**I'd** (īd) 60. Short form for *I would*. *I'd* have done it in another way.

**\*ig'loo** (īg'lōō). Hut with a round top made of snow. The Eskimo builds an *igloo*.

**ill** (īl) 18. Sick. My mother is *ill* today.

**im por'tant** (īm pōr't'nt) 70. 1. Of great worth. Christmas is an *important* holiday. 2. Necessary. It is *important* to speak clearly.

**\*inch** (īnch). An *inch* is one twelfth of a foot.

**inch'es** (īnch'īz) 28. There are twelve *inches* in a foot.

**\*in'sects** (īn'sēkts). Flies and other bugs are called *insects*.

**in stead'** (īn stēd') 22. In place (of). We had beans *instead* of carrots for lunch. My sister can't come, so I came *instead*.

**in vit'ed** (īn vīt'īd) 32. Asked to come as a guest. I *invited* the girls and boys to my party.

**\*ir'ri ga'tion** (īr'ī gā'sh'n). Bringing water to land that is dry. *Irrigation* is often done by means of ditches.

**is'land** (ī'l'nd) 60. An *island* is land with water around it.

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## J

\***jail** (jāl). Place in which one is locked up. People who steal are often put in *jail*.

**Jan.** — 16. Short form for *January*.

**Jan'u ar'y** (jăn'ũ ər'ı) 80. The first month of the year.

\***Je'sus** (jē'z's). *Jesus* started the Christian belief.

\***job** (jōb). Regular work. Frank's father has a *job* in the mill.

**jol'ly** (jöl'ı) 88. Full of fun. We had a *jolly* time at the party.

\***jour'ney** (jũr'nı). A long trip. We went on a *journey* around Canada.

**juice** (jōos) 70. I like orange *juice*.

**Ju ly'** (jōo lı') 88. The seventh month of the year.

\***jump'ing** (jũmp'ıng). The girls are *jumping* rope in the school yard.

\***June** (jōon). The sixth month of the year.

**jun'gle** (jũng'g'l) 48. In the *jungle*, bushes and trees grow so thick that it is hard to move through them.

## K

**kids** (kıdz) 34. 1. Little goats. *Kids* and lambs are baby animals. 2. Children. The *kids* are playing ball.

\***kit'ty** (kıt'ı). Pet name for a kitten. Our *kitty* purrs.

**knocked** (nōkt) 38. Struck with a fist or hard object. Mary *knocked* on the door.

## L

**la'dy** (lā'dı) 18. The *lady* over there is my mother.

**laid** (lād) 18. From *lay*. A book was *laid* on the table. The big hen *laid* a big egg.

**lan'guage** (lǎng'gwıj) 50. The speech of a nation or large group of people who understand one another. English is the *language* we speak.

**larg'est** (lār'jıst) 58. The *largest* river basin in the world is in South America.

**lay** (lā) 24. 1. To put. Please *lay* the package here. 2. Did lie. We *lay* on the grass.

\***la'zy** (lā'zı). Not willing to work. Andy was too *lazy* to help in the store.

**lead** (lēd) 60. 1. Show the way. I will *lead* the people there. 2. Be the head of. Tommy will *lead* the band.

**lead** (lēd) 60. A grey metal. The bullet was made of *lead*.

**let's** (lēts) 60. Short form for *let us*. *Let's* go shopping.

**life** (lıf) 13. Living or being alive. 1. He spent most of his *life* in London. 2. He saved his uncle's *life*.

ā, ate; ă, at; ă, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or;

**li'on** (lī'n) **74.** The *lion* is roaring in his cage.

**lis'ten** (līs'n) **24.** Hear and pay attention to. I *listen* to him on the radio.

**\*liv'ing-room** (līv'ing rōom). The piano is in the *living-room*.

**\*load** (lōd). **1.** Something that is carried. Camels can carry a big *load*. **2.** To put on or in something. I like to *load* hay on a wagon.

**\*lone'some** (lōn's'm). I am *lonesome* without my brother.

**\*long'er** (lōng'gēr). **1.** The skirts were made *longer*. **2.** Brick houses last *longer* than wooden ones.

**loose** (lōos) **84.** **1.** Free. The dog was tied and couldn't get *loose*. **2.** Not tight. We sleep in *loose* clothes.

**loud** (loud) **78.** The alarm clock makes a *loud* noise.

**love'ly** (lūv'li) **44.** Beautiful. The roses are *lovely*.

**low** (lō) **84.** **1.** Antonym of *high*. It is *low* tide. **2.** Evil. That was a *low* trick. **3.** To moo. Cattle *low* at milking time.

**\*luck** (lŭk). Good fortune that seems to come by chance. I had good *luck* in finding George at home.

**\*ly'ing** (lī'ing). **1.** Stretched out flat. He was *lying* in bed.

**2.** Saying something that is not true. He was *lying* when he said I hit him.

## M

**\*man's** (mānz). I looked at the *man's* newspaper.

**March** (mārch) **50.** The third month of the year.

**mark** (märk) **34.** **1.** Make a *mark* on the blackboard. **2.** My teacher will *mark* my paper. **3.** My *mark* in spelling was A. **4.** *Mark* the last line you read.

**mar'ket** (mär'kit) **13.** A place where food is sold. We went to the *market* to buy meat.

**mar'ried** (mār'id) **76.** My father *married* my mother. **2.** Ray has a *married* sister.

**mas'ter** (mās'tēr) **46.** **1.** The head of a house, school, or ship. Tom Smith was made *master* of the ship. **2.** The owner of an animal. Jumbo obeyed his *master*.

**\*match'es** (mäch'iz). **1.** Playing with *matches* is dangerous. **2.** My hat *matches* my dress.

**\*mat'ter** (măt'ēr). **1.** Trouble. What is the *matter* with Jane? **2.** The thing that is being thought about. The *matter* was settled. **3.** To make a difference. That doesn't *matter*.

**May** (mā) 80. The fifth month of the year.

**may'be** (mā'bē) 38. Perhaps.

*Maybe* Santa will bring me a bicycle for Christmas.

**means** (mēnz) 22. 1. Shows or points to. That red light *means* danger. 2. Way by which something is done. They had no *means* of attracting anyone's attention.

**meet** (mēt) 46. 1. Come together with. *Meet* me at the corner. 2. Come to know a person. I am glad to *meet* you. 3. Place or event where people come together. We are going to the athletic *meet*.

**met** (mēt) 38. Did meet. We *met* my cousin at the party.

Have you *met* my mother?

**mid'dle** (mīd'l) 46. Between two extremes. I sat in the *middle* between John and Mary.

**miles** (mīlz) 92. It takes forty minutes to walk two *miles*.

**\*mill** (mīl). We grind corn in the *mill*. Wool goes to the *mill* to be made into yarn.

**mind** (mīnd) 34. 1. Obey. Good children *mind* their mothers. 2. Be unwilling to do something. I wouldn't *mind* helping you if I had the time. 3. Feel bad or angry. I wouldn't *mind* if you used my pen. 4. Take care of. Will you *mind* the baby while I am gone?

**min'ute** (mīn'īt) 60. 1. A measure of time. There are sixty seconds in a *minute*. 2. A very short time. She listened a *minute*, then went in.

**Mon'day** (mūn'dī) 16. The day after Sunday.

**moth'er's** (mūth'ēr) 20. My *mother's* son is my brother.

**moun'tain** (moun'tīn) 44. A very high hill. The *mountain* rose steeply back of the town.

**\*moun'tains** (moun'tīnz). Very high hills. My vacation was spent in the *mountains*.

**mouse** (mous) 18. A small gray animal. A *mouse* can run into a hole very fast.

**move** (mōōv) 44. 1. Change one's home. We plan to *move* to another house. 2. Change one's place. The dog could not *move* because it was hurt. 3. Put in another place. *Move* your chair over there. 4. Turn to play. It is your *move*.

**my self'** (mī sēlf) 60. Me. I hurt *myself*.

## N

**na'tives** (nā'tīvz) 48. We are *natives* of Canada because we were born in this country.

**\*near'er** (nēr'ēr). More near. The library is *nearer* my home than the school is.

**near'ly** (nēr'li) 46. Almost. We *nearly* won the game. It is *nearly* Christmas time.

**neck** (něk) 90. The *neck* is between the head and the shoulders.

**\*neigh'bour's** (nā'bērz). Belonging to a person who lives near by. My *neighbour's* dog is very friendly.

**New Year's** (nū yērz) 88. January 1. *New Year's Day* is the first day of a new year.

**\*nick'el** (nĭk'l). 1. A metal that looks like silver. A little *nickel* was mixed with the iron. 2. A five-cent piece. I paid a *nickel* for this bar of candy.

**noise** (noiz) 90. A loud sound. The train makes a *noise*.

**noon** (nōon) 34. 1. Twelve o'clock in the daytime. It is exactly *noon*. 2. The middle of the day. We eat lunch at *noon*.

**north** (nôrth) 54. When you face the rising sun, you can point *north* with your left hand. Quebec is *north* of Montreal. The farther *north* we go, the colder it gets.

**\*note** (nôt). 1. Short message in writing. Mother sent a *note* to the teacher. 2. Something written down to help one remember. He made a *note* of that. 3. Musical tone. Play that *note* on the piano. 4. Pay attention to. *Note*

that all the children are here. **noth'ing** (nŭth'ing) 74. Not anything. I could do *nothing* about it.

**Nov.—16.** Short form for *November*.

**No vem'ber** (nō vēm'bēr) 50. The eleventh month of the year.

**num'ber** (nŭm'bēr) 22. 1. A *number* tells how many. Twenty-five is a *number*. 2. A figure used to point out one thing from many others like it. What is the *number* of your apartment? 3. A *number* of children means several or many children.

## O

**oak** (ōk) 76. A tree that has very hard wood and bears acorns. The wood of the *oak* is used for furniture.

**o a'sis** (ō ā'sis) 46. An *oasis* is a green spot in the desert. Water is found at an *oasis*.

**o'cean** (ō'sh'n) 54. Ships cross the *ocean*.

**Oct.—16.** Short form for *October*.

**Oc to'ber** (ōk tō'bēr) 80. The tenth month of the year.

**\*old'er** (ōld'ēr). More old. My big brother is two years *older* than I.

**\*o'pened** (ō'p'nd). Did open. The teacher *opened* the window.

ū, use; ũ, us; û, turn; ù, unite; öö, shoot; öö, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



the teeth grow. The first tooth had come through the baby's upper *gum*.

**gym na'si um** (jīm nā'zī 'm)

**66.** A room or building where one goes for exercise and games. We play in the *gymnasium* on stormy afternoons.

## H

**had'n't** (hăd'n't) **34.** Short form for *had not*.

**half'way'** (hăf'wā') **40.** One half of the way. The dog follows me *halfway* to school.

**hap'pi est** (hăp'ī īst) **66.** Gladdest. It was the *happiest* birthday of my life.

**hard'er** (hărd'ēr) **46.** 1. Requiring more effort. The cat was *harder* than ever to catch. 2. With more strength. The wind blew *harder* and *harder*.

**\*harp** (hărp). 1. A large instrument with strings played with the fingers to give music. The girl began playing the *harp*. 2. Keep talking. They *harp* on the mistake he made in delivering the message.

**har'vest** (hăr'vist) **20.** 1. A gathered crop. We should have a good *harvest* of corn this year. 2. Gather from the place where it grows. The wheat is ready to *harvest*.

**hatched** (hăcht) **62.** 1. Produced from eggs. The mother

bird *hatched* four little birds.

2. Produced young animals from eggs. After a few days the duck eggs *hatched*.

**have'n't** (hăv'n't) **90.** Short form for *have not*.

**heels** (hēlz) **52.** 1. The back parts of feet. Jane cut one of her *heels* on a shell at the beach. 2. The back parts of shoes. My shoes need new *heels*.

**\*herd** (hûrd). A number of animals. There was a *herd* of cows in the pasture.

**here's** (hērz) **40.** Short form for *here is*.

**her self'** (hûr sēlf') **20.** Helen made the cake *herself*. Alice burned *herself*.

**\*high'way'** (hī'wā'). An important road. You can go on this highway from the east coast to the west coast.

**hike** (hīk) **48.** A long walk. At the end of his *hike* the boy wanted a drink of water.

**hired** (hīrd) **92.** 1. Employed. Father *hired* a man to plough the field. 2. Paid for using. We *hired* a car to take us to the top of the mountain.

**hoed** (hōd) **20.** Dug with a hoe. The field of tobacco has to be *hoed* many times.

**\*ho'ly** (hō'li). Set apart for God. Some *holy* men came to the New World to teach the Indians.



**home'less** (hōm'lis) 64. Without any home. The fire left the family *homeless*.

**hon'est** (ōn'ist) 92. Truthful. The boy gave *honest* answers to all her questions.

**hon'ey** (hūn'i) 62. Sweet food that bees gather from flowers. We ate the *honey*.

**hon'our** (ōn'ēr) 48. We think it an *honour* to be chosen for the school play.

**horse'back'** (hōrs'bāk') 26. 1. A horse's back. They travelled on *horseback*. 2. On a horse's back. I was asked to go *horseback* riding.

**ho tel'** (hō tēl') 24. A building where people who are away from home may stay. We lived at a *hotel* near the lake last summer.

**how ev'er** (hou ēv'ēr) 74. 1. In whatever way. *However* they came, they arrived safely. 2. Still. Yet. She tried to cross the street; *however*, the snow was too deep.

**\*howl** (houl). 1. A long, loud cry. They heard the *howl* of the dog. 2. Give a long, loud cry. The wolf would *howl* at night.

**hus'band** (hūz'b'nd) 24. A man who has a wife. Mrs. Brown's *husband* met her at the station.

**hy'giene** (hī'jēn) 32. Rules for keeping well. We study *hygiene* in school.

## I

**i de'a** (ī dē'ā) 22. A thought. He had the *idea* of sailing across the Atlantic Ocean. A swim in the lake is my *idea* of fun.

**in'dus try** (in'dūs trī) 22. One kind of business or manufacturing. The automobile *industry* is an important one in this country.

**\*ink'well'** (īngk'wēl'). Something that holds ink. I need more ink in my *inkwell*.

**in tend'** (in tēnd') 46. Plan. We *intend* to stay at home this evening.

**in'ter es ted** (in 'tēr is tīd) 70. Giving willing attention to. The boy is *interested* in collecting stamps.

**in vent'ed** (in vēnt'īd) 22. Thought out for the first time. The sewing machine was *invented* in 1846.

**in ven'tion** (in vēn'sh'n) 68. The act of thinking out for the first time. The *invention* of the steam engine made railroads possible.

## J

**join** (join) 26. 1. Connect or bring together. Why don't you *join* hands? 2. Become part of. Jack wants to *join*

our club. 3. Be with. Will you *join* me at dinner?

**joke** (jōk) 50. Something said or done that is funny. It was a good *joke* on us. The *joke* the man told made the children laugh.

**jun'ior** (jōon'yēr) 36. 1. Younger. They are *junior* members of the club. 2. A third-year student in college. I shall have one more year there after I am a *junior*.

## K

**keen** (kēn) 90. Sharp. Their minds were *keen*. The knife has a *keen* edge.

**\*keep'er** (kēp'ēr). One who watches or takes care of something. The *keeper* of the gates let us drive through at once.

**ker'o sene'** (kēr'ō sēn', kēr'ō sēn') 68. Oil used in lamps and stoves. Do not put the can of *kerosene* near the fire.

**\*kicked** (kīkt). Hit with the foot. He *kicked* the stone out of his way.

**\*kiss'es** (kīs'iz). Mothers greeted the returning soldiers with *kisses*.

**known** (nōn) 78. They had *known* each other since they were six years old. He was *known* to be a fast runner.

## L

**lad** (lăd) 66. A boy. A barefoot *lad* was fishing in the brook.

**la'dies** (lă'dīz) 50. Well-brought-up women. The *ladies* were in the garden.

**\*lamb** (lăm). A young sheep. The *lamb* was jumping about in the field.

**late'ly** (lăt'li) 30. Recently. Not long ago. We have not had many sunny days *late*ly.

**lat'er** (lăt'ēr) 74. Afterward. 1. *Later* there was time for a visit. 2. Opposite of *earlier*. We shall get home from school *later* tomorrow.

**law** (lô) 46. Rule of the government. The *law* requires children to go to school.

**law'yer** (lô'yēr) 46. A person who practises law. The *lawyer* was busy in court all morning.

**\*lb.** Short form for *pound* or *pounds*.

**lead'er** (lēd'ēr) 82. One of the head people in a group. Captain John Smith was a *leader* in the colony.

**leaf** (lēf) 36. Can you tell what kind of tree this *leaf* grew on?

**least** (lēst) 15. 1. The smallest amount. The *least* you can do is answer the letter. Jim thinks he answered at *least*

## LEATHER

eight of the ten questions correctly. 2. Smallest. The *least* little noise wakes him up.  
**leath'er** (lĕth'ĕr) 54. The prepared skin of an animal. These shoes are made of black *leather*.

**led** (lĕd) 50. Went at the head of. John *led* the class into the room.

**lev'el** (lĕv'ĕl) 94. 1. Flat. We were glad when we reached a *level* place. 2. To fly without going up or down. The plane will *level* off.

**licked** (lĭkt) 84. Moved the tongue over. The dog *licked* my hand when I came home.

**lie** (lĭ) 78. 1. Rest in a flat position. They liked to *lie* in the sun on the beach. 2. Say what is not true. The boy did not *lie* when his ball broke the window. 3. An untrue statement. He will not tell a *lie*.

**\*light'ning** (lit'nĭng). A flash of electricity between clouds or between a cloud and the earth. *Lightning* burned that tree.

**\*lime** (lĭm). 1. A small, juicy, sour fruit. The juice of a *lime* will improve the taste of this drink. 2. A white powder used to improve soil for farming. Father put *lime* in the garden before he planted any seeds.

**lin'er** (lĭn'ĕr) 30. A ship that

## LUMBER

belongs to a ship company, or line. That *liner* has just crossed the Atlantic Ocean.  
**list** (lĭst) 26. Mother made a *list* of the names of the children who said they would come to my party.

**\*lit** (lĭt). He got the candle and *lit* it.

**lo'cat ed** (lō'kāt ĭd) 15. 1. Placed. Brock's Monument is *located* in a beautiful spot. 2. Looked for and found. The package was finally *located*.

**locked** (lōkt) 60. 1. John *locked* the door. 2. I *locked* the dog in the kitchen.

**\*lodge** (lōj). A place to live in. When we went to the mountains last summer we stayed at a *lodge*.

**lone'ly** (lōn'ĭl) 18. 1. With few or no people. The road to the village is a *lonely* one. 2. Lonesome. At first the girl was *lonely* in the city.

**loud'er** (loud'ĕr) 88. Making more noise. As the storm came nearer, the thunder sounded *louder*.

**lov'ing** (lŭv'ĭng) 52. She was a kind and *loving* mother.

**\*luck'y** (lŭk'ĭ). I was *lucky* enough to win a prize.

**lum'ber** (lŭm'bĕr) 92. Boards and beams. The new houses were made of *lumber*. Mr. Miller sawed some *lumber* for the garage.

ū, use; ŭ, us; ŭ, turn; ŭ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## M

**ma chin'er y** (mà shēn'ēr ĭ) 22.

Machines. The *machinery* in that factory is run by electricity.

**mag'a zine'** (măg'ā zēn') 70. 1.

A paper-bound book published at regular times. There are interesting stories in this *magazine*. 2. A place for keeping powder for guns. It is dangerous to light a match near a *magazine*.

**mag'ic** (măj'ik) 34. The fairy's

*magic* turned the poor little girls into princesses.

**man'ger** (mān'jēr) 84. A box

in a barn from which horses or cows eat. We must put some more hay in the *manger*.

**\*man'u fac'ture** (măn'û făk'tûr)

Make, usually with machines. The Swiss *manufacture* watches.

**map** (măp) 40. 1. A drawing of

the earth or part of the earth, showing cities, mountains, rivers, and the like. On the wall at school we have a big *map* of North America. 2.

Arrange or plan. I will *map* out my work for the day.

**marched** (mărch) 76. The

children *marched* out of school. The soldiers *marched* in straight lines.

**\*marr'y** (măř'ĭ). He asked to

*marry* the girl. Grace is going to *marry* Ned in June.

**ma te'ri al** (mă tēr'ĭ 'l) 54.

What is used to make a thing. Mother bought *material* to make a new dress for me. Sand is an important *material* used in making glass.

**meant** (mënt) 78. The teacher

explained what the sentence *meant*.

**mea'sles** (mē'z'lz) 32. A dis-

ease which causes one to have small red spots and a fever. Several children in our class are home with *measles*.

**med'i cine** (mēd'ĭ s'n) 80. A

drug to make a sick person better. The doctor gave me some *medicine* when I had a pain. I went to the *medicine* cabinet to get some cough *medicine*.

**mid'night** (mĭd'nĭt) 94. Twelve

o'clock at night. The bells rang at *midnight* for the new year.

**\*milk'man'** (mĭlk'măn'). A

man who sells or delivers milk. The *milkman* left the milk before we were awake in the morning.

**mil'lion** (mĭl'y'n) 68. A thou-

sand thousands. There are nearly a *million* people in the city where I live.

**min'stel** (mĭn'str'l) 64. A per-

son who lived long ago and went from place to place singing or producing music in some other way. The

*minstrel* sang about the king's victory.

**mir'ror** (mĭr'ēr) **50**. A looking glass. The girl looked in the *mirror* when she put her hat on.

**mis'chief** (mĭs'chĭf) **66**. Fun that is a little bit naughty. The baby was full of *mischievous* this afternoon.

**\*mis'tress** (mĭs'trĭs). A woman who is head of a household or school. The *mistress* of the house opened the door for her guests.

**\*mit'tens** (mĭt''nz). Coverings for the hands with one part for the fingers and one for the thumb. Ed wore his *mittens* when he went out sliding.

**mod'el** (mōd'ŭl) **54**. 1. The airplane I made is a *model* of a two-engine fighter plane. 2. *Model* your manners after your father's. 3. Your dress is a lovely *model*. 4. Nancy is a *model* baby. 5. The *model* wore a pink dress when her picture was painted.

**mo'ment** (mo'm'nt) **24**. Very little time. The factory whistle will blow in a *moment*.

**\*Mon.** Short form for *Monday*.

**month** (mŭnth) **74**. January is the first *month* of the year.

**mo'tor** (mō'tēr) **68**. 1. Engine. One *motor* stopped but the airplane went forward as usual. 2. Go in an automobile. Are you going to

*motor* to the shore?

**\*mot'to** (mōt'ō). A wise saying. Have you heard the *motto* "Look before you leap"?

**mov'ies** (mōv'iz) **52**. Motion pictures. There are *movies* in that theatre every day.

**\*mts.** Short form for *mountains*.

**\*mud'dy** (mŭd'ĭ) 1. Not clear or clean. I found a turtle in some *muddy* water. 2. Full of wet earth. The road was *muddy* after the storm.

## N

**nails** (nālz) **32**. 1. I got the hammer and the *nails*. Father put *nails* in the box to hold it together. 2. One workman saws boards while another *nails* boards together. 3. Fingernails. Mary washed her face and cleaned her *nails*.

**nap** (năp) **62**. 1. A short sleep. Baby takes a *nap* every afternoon. 2. The soft threads on the surface of some kinds of cloth. The *nap* of this rug is very deep.

**na'ture** (nā'tŭr) **15**. 1. The way in which the world is made. *Nature* provides water and air. We study about *nature* in school. 2. Sort. Type. Children like stories of that *nature*.

**naugh'ty** (nô'tĭ) **66**. Badly behaved. The *naughty* little

girl did not do what her mother asked her to do.

**near'-by'** (nēr'bī') **74.** Close. Not far away. I went to a *near-by* store.

**neck'lace** (nĕk'lis) **34.** String of beads or other ornaments worn around the neck. My mother wore her gold *necklace* at the party.

**nei'ther** (nē'thēr, nī'thēr) **88.** Not either. *Neither* Jim nor Don can skate.

**net** (nĕt) **36.** 1. Strings tied together like the wires of a sieve or strainer. A *net* is used in tennis. He fished with a *net*. 2. Left after all expenses have been paid. The *net* gain on the sale of the books was five dollars. 3. Without weighing what a thing is in. The *net* weight of the candy in this box is one pound.

**niece** (nēs) **50.** The daughter of one's brother or sister. Mrs. Noble took her *niece* to the circus.

**nine'teen'** (nīn'tēn') **38.** Nine more than ten. My brother is *nineteen* years old today.

**ninth** (nīnth) **82.** 1. Next after eighth. My birthday is the *ninth* of June. 2. One of nine equal parts. Give each of the nine children one *ninth* of the clay.

**No.**—**40.** Short form for *number*.

**no'bod y** (nō'bōd ī) **44.** No one. *Nobody* in our class was

absent yesterday.

**none** (nŭn) **94.** Not any. *None* of the cake is left.

**nor** (nôr) **90.** And not. There was neither candy *nor* ice cream left after the party.

**no'ticed** (nō'tist) **48.** Observed. I *noticed* that Bob and Jane were playing in the yard.

## O

**oats** (ōts) **20.** A grain. Horses eat *oats*.

**o bey'** (ō bā') **88.** Do what one is told to do. We *obey* when the policeman tells us not to cross the street.

**of'fi cer** (ōf'ī sēr) **30.** A person who holds a public position or an important position in the army, navy, or a club or company. The health *officer* said all the passengers on the boat were well. A general is an *officer* of high rank in the army.

**O.K.**—**18.** 1. All right. The shop teacher marked my airplane model *O.K.* 2. To accept as correct. Will you *O.K.* this bill?

**\*old'est** (ōld'ist). Having the greatest age. My grandfather is the *oldest* person I have ever known.

**\*one's** (wŭnz). Belonging to anyone. *One's* house may not be entered without permission.

ā, ate; ă, at; ă, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; ī, ice; ĭ, is; ō, old; ō, not; ô, obey; ô, or;



## ONIONS

**on'ions** (ŭn'y'nz) 74. Vegetables with a strong smell and taste. Mother cooked *onions* for dinner.

**or'chard** (ôr'chêrd) 74. A group of fruit trees. The apple trees in our *orchard* are in blossom now.

**\*or'der** (ôr'dêr). 1. The army officer's *order* must be obeyed. 2. The teacher keeps her records in good *order*. 3. Mother will *order* her vegetables over the telephone.

**or'gan** (ôr'g'n) 88. 1. An instrument with pipes or reeds, often used in church. There was beautiful music on the *organ* as the bride walked to the front of the church. 2. A part of the body that has a special use. An eye is an *organ* for seeing.

**\*or'na ments** (ôr'nâ m'nts). Things used for decoration. Mother has silver *ornaments* on her dress.

**our selves'** (our sêlvz') 60. We enjoyed *ourselves* at the picnic. When Mother was away we cooked for *ourselves*. We *ourselves* will clean the house.

**\*owe** (ô). Need to pay. How much money do you *owe* the butcher?

**own'er** (ôn'êr) 54. One to whom something belongs. The *owner* of the house had it painted white.

## PATENT

**oys'ter** (ois'têr) 80. A small shellfish that has a shell in two parts connected at one side. Peter hoped he would find a pearl in the *oyster*.

## P

**paid** (pād) 20. 1. Gave money for things bought or work done. Father *paid* the carpenter. 2. Was worth while to. It *paid* us to go.

**pal** (pāl) 36. A playmate. A good friend. My *pal* Jack and I made a radio.

**pal'ace** (pāl'is) 34. The home of a king or queen. The princess lived in a marble *palace*.

**\*par'rot** (pār'üt). A bird of a kind that can imitate the talk of people. My *parrot* can say my name.

**paste** (pāst) 66. 1. Stick with something soft and wet. I like to *paste* pictures of animals in my book. 2. Something soft and wet that sticks papers together. You do not need much *paste* on your brush.

**\*pat'ent** (pāt'nt). A right given by the government to just one person or company to make and sell an invention for a certain number of years. Mr. Short went to Ottawa to get a *patent* on an airplane part.

û, use; ŭ, us; û, turn; û, unite; oo, shoot; oo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



## PAW

\***paw** (pô). An animal's foot with sharp nails. The lion had a thorn in its *paw*.

\***pearl** (pŭrl). Precious gem found inside the shell of some kinds of shellfish. The king gave the princess another *pearl* for her birthday.

**peas** (pēz) 74. Little round green vegetables. We had carrots and *peas* for dinner.

**pen'man ship'** (pĕn'm'n ship') 66. Writing with pen or pencil. We are working hard to improve our *penmanship*.

**per'fume** (pŭr'fŭm) 70. 1. A sweet smell. I like the *perfume* of roses. 2. A liquid having a pleasant smell. This *perfume* has been made from violets.

**per haps'** (pĕr hăps') 46. Maybe. *Perhaps* you can finish the sweater tomorrow.

**per mis'sion** (pĕr mĭsh'n) 94. The teacher gave the class *permission* to have a Christmas tree.

**pe tro'le um** (pĕ trô'lĕ'm) 68. An oil found in the earth. Gasoline is made from *petroleum*.

**phone** (fōn) 60. Short form for *telephone*. The *phone* rang.

\***pick'ing** (pĭck'ĭng). She is *picking* flowers in the garden.

**pil'low** (pĭl'ō) 60. I fell asleep as soon as my head was on the *pillow*.

\***pi'lot** (pĭ'lŭt). A man who

## PLAYGROUND

steers a ship or an airplane. The *pilot* took the airplane safely over the mountains.

**pinched** (pĭncht) 76. 1. Squeezed. She *pinched* her fingers in the door of the automobile. 2. Thin from hunger or cold. His face looked *pinched* after his long journey through the storm.

\***pine** (pĭn). A tree with leaves that are green all year and shaped like needles. After they cut that *pine* they will use it for lumber.

**pi'o neer'** (pĭ'ō nĕr') 92. A person who goes to live in a new region. The *pioneer* built a house of logs for his family.

**pi'rates** (pĭ'rĭts) 34. Sea robbers. The *pirates* sailed the sea looking for ships carrying treasure.

**plate** (plăt) 64. 1. A flat, round dish. Sue ate all the food on her *plate*. 2. A base in baseball. He threw the ball right over the *plate*.

\***pla teau'** (plă tō'). High, level land. When we travelled across the *plateau* we saw flocks of sheep.

\***play'ground'** (plă'ground'). Piece of ground set aside for games and playing. There are new swings on our *playground* now.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

\***play'mate'** (plā'māt'). A good friend. A person one often plays with. My *playmate* came over to see me.

\***pleas'ant** (plēz''nt). Making one glad. One *pleasant* morning I saw a robin. Grandmother has a *pleasant* smile.

**pleas'ure** (plēzh'ēr) 54. Joy. Feeling of being glad. It is a *pleasure* to see the leaves on the trees again.

**P.M.**—82. The time from noon to midnight. The train leaves at 3 *P.M.*

\***pneu mo'ni a** (nū mō'nī ā). A disease of the lungs which makes it hard to breathe. When Father had *pneumonia* the doctor came to see him every day.

\***pod** (pōd). The soft shell of some seeds. The peas in this *pod* are large.

**pop'u la'tion** (pōp'ū lā'sh'n) 26. 1. The people in a city, province, or country. This country's *population* is well off. 2. Number of people. The *population* of our province has increased in the last ten years.

**por'cu pine'** (pōr'kū pīn') 90. An animal covered with sharp things like needles. The *porcupine* raised its needles to defend itself.

**port** (pōrt) 68. A harbour. The ships did not leave the *port* yesterday because of the

storm. 2. The left side of a ship. There is a light on the *port* side of the ship.

**pos'si ble** (pōs'ī b'l) 30. Able to happen. It is *possible* to make the vegetable garden bigger this year.

**post'ers** (pōs'tērz) 70. Large papers with printing on them and sometimes pictures. The *posters* say the circus will be here next week.

**post'man** (pōst'm'n) 26. A man who collects and delivers mail. The *postman* brings us letters in all kinds of weather.

**post'of'fice** (pōst'ōf'īs) 26. We went to the *post office* to buy some stamps and mail a letter.

**pot** (pōt) 18. A vessel or dish that holds food or something to drink. Mother put a *pot* of beans in the oven to bake.

\***pot'ter y** (pōt'ēr ī). Dishes or vases of clay made hard by heat. Aunt Mary bought some Indian *pottery* in the West last summer.

**poured** (pōrd) 78. Made to flow in a stream. Mother *poured* a cup of tea for her guest.

**pow'der** (pou'dēr) 24. 1. Something in the form of dust. My medicine was a *powder* that I took after meals. 2. To put powder on. Kay is going to *powder* her face.

ū, use; ũ, us; û, turn; û, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

**\*pret'ti est** (prít'í ist). I think it is the *prettiest* garden I have ever seen. Sally wore her *prettiest* dress at her birthday party.

**price** (prís) **92**. Amount of money paid or asked for something. Father paid a high *price* for that bush.

**\*print'ed** (prínt'id). Made by stamping with type that has ink on it. Hundreds of newspapers are *printed* every day.

**prob'a bly** (pröb'á blí) **88**. Very likely. We shall *probably* have frost tonight.

**prob'lems** (pröb'límz) **78**. Questions that must be thought out. The teacher gave us ten division *problems* today. Mother and father must work out some *problems* before we can go to the country this summer.

**prod'ucts** (pröd'ükts) **54**. Things that are produced. Cheese and milk are dairy *products*.

**proj'ect** (pröj'ëkt) **94**. Task. Problem. Our *project* in school this term is the study of Indians. Their *project* was to find a better route to the West.

**prom'ised** (pröm'íst) **20**. I *promised* my mother I would not cross the street against the light.

**pub'lic** (püb'lík) **26**. 1. Be-

longing to the people. We have free *public* schools. 2. All the people. The library is open to the *public*.

**puff** (pŭf) **62**. 1. A little pad. Mother used her powder *puff* to powder her face. 2. A breath. A sudden *puff* of wind sent the sailboat along.

**purse** (pûrs) **52**. A little bag for carrying money. Ella opened her *purse* and took out her bus fare.

**\*pushed** (pöösht). Shoved. He *pushed* me rudely in the hall.

**py ja'mas** (pí jă'màs) **60**. Loose pants and coat worn for sleeping or sitting around. My father has blue *pyjamas*.

## Q

**ques'tions** (kwës'ch'nz) **46**. 1. The teacher gave us five *questions* to answer. 2. The club leader *questions* us about the birds we see.

**qui'et** (kwí'üt) **62**. 1. Without noise. The house is *quiet* when everybody is asleep. 2. Peace and freedom from noise and bother. With rest and *quiet*, he will soon get well.

## R

**ra'd io** (rā'dí ō) **94**. Turn on the *radio* so that we can hear the news.

**rail'road'** (rāl'rōd') **92**. Aunt

Jane met us at the *railroad* station. Fruit is shipped on this *railroad*.

**\*ral'ly** (răl'ÿ). 1. Get better. The sick girl will *rally* now that she has better care. 2. Meeting to work up group feeling. The boys held a football *rally* the day before the big game.

**ranch** (rănch) 48. A very large farm. We raise cattle on our *ranch*.

**raw** (rô) 78. 1. The lion likes *raw* meat. 2. It is a *raw* and windy day. 3. My new shoe made a *raw* spot on my heel. 4. Sand is one of the *raw* materials used to make glass.

**re ceive'** (rê sêv') 38. Get. Be paid or given. We *receive* good pay in Canada.

**ref'u gees'** (rêf'û jêz') 30. People who leave home to find safety. Many *refugees* have come to this country from Europe.

**re gards'** (rê gârdz') 48. 1. Good wishes. Give my *regards* to Grandmother. 2. Thinks. Peggy *regards* the rose as a beautiful flower.

**re'gion** (rê'j'n) 34. Place. District. The family settled in a *region* of good soil.

**reg'u lar** (rêg'û lër) 78. Usual. They should not have charged me more than the *regular* price.

**re main'** (rê măn') 15. 1. Stay. We shall *remain* at camp all summer. 2. Are left. A few flowers *remain* in the garden.

**re mem'ber** (rê mêm'bêr) 82. Call back to mind. I cannot *remember* your name.

**\*re plied'** (rê plid'). Answered. The pupil *replied* correctly to the teacher's question.

**\*re ply'** (rê plî'). 1. An answer. The *reply* to my letter came within a week. 2. To give an answer. I will now *reply* to your last letter.

**\*re turn'** (rê târn'). 1. Give back. I will *return* the book to you tomorrow. 2. Giving back. In *return* I helped him with his chores. 3. Come back. I will see you when I *return* from Toronto. 4. Coming back. After his *return* from vacation he felt better.

**re ward'** (rê wôrd') 34. 1. Something given in return for good done. The *reward* for catching the man who stole the jewels is \$500. 2. To give payment to. I hope they will *reward* me for what I have done.

**rib'bon** (rib'n) 64. The baby had a new *ribbon* in her hair.

**rid'dle** (rid'l) 34. A question asked as a puzzle. Anything puzzling. Each child told the class a *riddle*.

û, use; ù, us; û, turn; û, unite; oo, shoot; oo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## RIPE

\***ripe** (rĭp). Ready to pick or harvest. The apples will be *ripe* in a few days.

\***rob'bers** (röb'ërz). People who steal by force. The *robbers* stole her silver bowl. The policeman kept *robbers* from the store.

\***rock'y** (röck'ĭ). Having many rocks. Their feet were tired because the road was *rocky*.

**roll'er** (röl'ër) 66. 1. I received *roller* skates for my birthday. 2. A steam *roller* is often used to repair roads.

\***roost'er** (röös'tër). A cock. We could hear the *rooster* crow early in the morning.

**route** (rööt) 15. The course by which one travels. The map shows the *route* to the mountains.

**rug** (rŭg) 50. A movable covering for the floor. The new blue *rug* in the hall is very soft.

**rules** (röölz) 26. 1. I will keep the *rules* of the game. 2. A king *rules* in some countries.

**rushed** (rŭsh) 26. Hurried. After we got home from school we *rushed* out to play.

## S

\***sack** (säk). A large bag. Mother bought a *sack* of potatoes.

**sal'ad** (sä'l'id) 74. We had chicken *salad* for supper. We

fried the fish in *salad* oil.

**sale** (säl) 70. 1. The act of selling something. The *sale* of tickets brought the school \$100. 2. A selling at prices that are less than usual. The store is having a *sale* of dresses today.

**salm'on** (sä'm'n) 15. A large fish with pink flesh. We opened a can of *salmon* for lunch.

\***say'ing** (sä'ing). 1. Speaking or telling. What were you *saying* before the doorbell rang? 2. A statement often repeated. There is a *saying* that haste makes waste.

**scarce** (skârs) 54. Hard to get or to find. Because of the cold weather in the spring peaches are *scarce* this summer.

**scarf** (skärf) 50. A cloth worn around the neck. George wore a woollen *scarf* in the winter.

**scene** (sēn) 60. 1. The place where something happens. The policeman rushed to the *scene* of the accident. 2. Part of a play. The closing *scene* was in the woods.

**scen'er y** (sēn'ër ĭ) 52. 1. The appearance of a place or region. People visit the mountains to see the beautiful *scenery*. 2. What is used on a stage to represent a room

ā, ate; ä, at; ā, are; â, care; á, glass; ē, we; ě, met; ē, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ô, not; ô, obey; ô, or;

or other place. The *scenery* shows a cave near the sea.

**school'mate'** (skōōl'māt') 66.

A person who goes to school with one. My *schoolmate* and I often study our history together.

**score** (skōr) 36. 1. The football *score* was 19 to 6. 2. My teacher will *score* my geography paper.

**scout** (skout) 48. 1. A person who belongs to the Boy Scouts or Girl Guides. Now that Tom is a *scout* he knows how to use an axe. 2. Hunt. Look around for. The coach will *scout* for some men for the baseball team. 3. Person sent ahead to find the way. The army sent a *scout* far ahead.

**\*sea'shore'** (sē'shōr'). Land by the sea. Last summer we stayed at the *seashore*.

**se'cret** (sē'krīt) 84. 1. Something hidden or not known. They tried to find out what the *secret* was. 2. Hidden. Not known. There were *secret* stairs to the cellar of the old house.

**sec're tar'y** (sĕk'rĕ tĕr'ī) 54.

1. One who writes letters and keeps records. Bill was *secretary* of our club. 2. A writing desk with a top part for books. You will find a stamp in the *secretary*.

**sec'tion** (sĕk'sh'n) 68. Part. We live in the farming *section* of the province. Will you give Dan one *section* of the orange?

**\*seek** (sĕk). Look for. They are going to *seek* new homes in the Far West.

**\*sell'ing** (sĕl'ing). The girl is *selling* ribbons at the counter.

**\*send'ing** (sĕnd'ing). I am *sending* her a doll for Christmas.

**sep'a rate** (sĕp'ā rīt) 22. Not connected. The young children and the older ones eat lunch in *separate* rooms.

**sep'a rate'** (sĕp'ā rāt') 22. Divide. We must *separate* the books into a pile of the new ones and a pile of the old ones.

**Sep tem'ber** (sĕp tĕm'bĕr) 20. *September* is the ninth month of the year.

**\*Sept.** Short for *September*.

**\*serv'ant** (sŭr'v'nt). A person whose work is helping or waiting on others. Her old *servant* was a loyal friend.

**served** (sŭrvd) 90. 1. Mother *served* coffee for breakfast. Dinner is *served* at six o'clock. 2. The boy was punished for throwing the ball through the window, and it *served* him right. 3. Was useful. A wooden box *served* as a chair.

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.



## SERVICE

\***serv'ice** (sûr'vîs). 1. The church *service* lasted for an hour. 2. The maid was in *service* at that house for a long time. The soldier is in *service* in a foreign country. 3. Mrs. Frank is so ill she needs the *service* of a nurse.

\***set'tlers** (sĕt'lĕrz). People who go to live in a new region. Sometimes there was war between the early *settlers* and the Indians.

**sev'enth** (sĕv''nth) 50. 1. Next after sixth. Saturday is the *seventh* day of the week. 2. One of seven equal parts of something. A day is a *seventh* of a week.

**sev'en ty** (sĕv''n tĭ) 92. Ten times seven. There were *seventy* pupils in the two classes that took the test.

**shade** (shād) 76. 1. The boy sat down in the *shade* of the big tree. 2. The trees *shade* us from the sun in summer. 3. Her eyes are a dark *shade* of brown. 4. We pulled down the window *shade* in the evening.

\***shad'ow** (shăd'ō). I could see my *shadow* ahead of me as I walked up the street.

\***share** (shâr). 1. We must all do our *share* in taking care of the garden. 2. The farmers gave the owner of the land a *share* of the crops. 3. I will *share* the candy with you.

## SHOVEL

\***shed** (shĕd). 1. We keep the rake and hoe in the tool *shed*. 2. The bird will soon *shed* its feathers.

**sheet** (shĕt) 60. 1. Mother put a clean *sheet* on the bed. 2. The hot steel is rolled out into a big *sheet*. The frozen lake looked like a *sheet* of glass.

**shelf** (shĕlf) 38. A narrow board or other material put against the wall to hold things. The box of cookies is on the *shelf* in the kitchen.

**shel'ter** (shĕl'tĕr) 40. 1. There was no *shelter* around but an old house. The men took *shelter* behind some rocks. We all need *shelter*, food, and clothing. 2. To take in. Will you *shelter* us for the night?

\***shep'herd** (shĕp'ĕrd). A man who looks after sheep. In the spring the *shepherd* took the sheep high up in the mountains.

\***she's** (shĕz). Short form for *she is*.

**shout'ed** (shout'id) 44. Called out loud. The children who were playing *shouted* to one another.

**shov'el** (shŭv'l) 38. 1. Joan took her *shovel* and pail to the beach. 2. Father asked me to *shovel* the snow from the walk leading to the back door.

ā, ate; ă, at; â, are; â, care; â, glass; ě, we; ě, met; ě, baker; ê, begin; î, ice; ĭ, is; ô, old; ô, not; ô, obey; ô, or;



**show'er** (shou'ēr) 24. A rain storm lasting a short time. On the way home from school we were caught in a sudden *shower*.

**since** (sīns) 88. 1. They treat him like a baby *since* he is the youngest. 2. *Since* you came I have not been lonesome. 3. I have *since* bought other books. 4. We have learned new games *since* Monday.

**\*sink** (sīngk). 1. The enemy tried to *sink* their ship. 2. Mother washes the dishes in the kitchen *sink*.

**sir** (sûr) 84. 1. The letter to my father began "Dear *Sir*". 2. *Sir* Francis Drake liked to sail the sea. 3. "This is the right bus to take, *sir*," the boy said to the old man.

**six'teen'** (sīks'tēn') 36. Six more than ten. There were *sixteen* people at our house on Thanksgiving Day.

**sixth** (sīkstḥ) 38. 1. Next after fifth. June is the *sixth* month of the year. 2. One of six equal parts. I always eat a *sixth* of a pie.

**six'ty** (sīks'tī) 18. Ten times six. There are *sixty* books in our class library.

**\*skim** (skīm). Take from the top. We can *skim* the cream from this bottle of milk.

**skipped** (skīpt) 88. 1. The children *skipped* about in the

sun. 2. She *skipped* over the hard words in the story.

**\*skunk** (skūngk). An animal having black fur with white stripes. We saw a *skunk* crossing the road ahead.

**slaves** (slāvz) 74. 1. *Slaves* used to work in the cotton fields for their masters. 2. John *slaves* away at his work every day.

**\*sleep'y** (slēp'ŷ). Wanting to go to sleep. The baby was so *sleepy* that we put her to bed early.

**slip** (slīp) 52. 1. His name was on a *slip* of paper. 2. Rose received a pretty *slip* for her birthday. 3. Ice on the road makes you *slip* and slide. 4. They saw the man *slip* around the corner into the dark street.

**\*smell** (smēl). 1. We *smell* a good dinner cooking. 2. The flowers *smell* sweet. 3. The *smell* of burning leaves was in the air.

**snow'flakes'** (snō'flāks') 38. Tiny bits of snow. Each of the *snowflakes* has six sides.

**so'cial** (sō'sh'l) 50. For friends. We formed a *social* club that met after school.

**so'da** (sō'dà) 88. 1. On the way home I had an ice cream *soda*. 2. Mother uses baking *soda* when she makes a cake.

**soil** (soil) 74. 1. Earth. The *soil* on this farm is rich. 2.

To make dirty. Don't *soil* your clean new dress.

**some'where'** (sũm'hwâr') 90.

In some place. John is playing *somewhere* in the garden.

**\*soon'er** (sōon'ēr). Earlier. The *sooner* you come back, the *sooner* we can have supper. George finished the book *sooner* than Bill did.

**sore** (sōr) 36. Hurting. John has a *sore* finger.

**\*south'ern** (sũth'ĕrn). Toward the south. Many people visit the *southern* part of the United States in winter.

**spe'cial** (spĕsh'ʹl) 78. 1. For a certain purpose only. A *special* bus took us to the picnic. 2. Not usual. The cake is a *special* treat for my birthday.

**speech** (spĕch) 50. 1. Way of speaking. His *speech* was slow and gentle. 2. A talk. We heard the governor make a *speech* about voting.

**\*spin'ning** (spĭn'ing). 1. Making thread. They are *spinning* cotton thread in that factory. 2. Making something turn around fast. The boy is *spinning* his top.

**splen'did** (splĕn'did) 84. Grand. Fine. The queen wore a *splendid* robe.

**spoke** (spōk) 44. 1. Talked. The teacher *spoke* about her travels last summer. 2. One

of the bars from the centre of a wheel to the outside. When Dick's cart fell over, a *spoke* in the wheel was broken.

**\*sprained** (sprānd). Injured. He fell down and *sprained* his back.

**spread** (sprĕd) 32. 1. Stretch out. She saw the bird *spread* its wings and fly away. 2. Stretched. We *spread* out a blanket. 3. Act of going on and on. The *spread* of the good news was rapid.

**St.—40.** Short form for *Street*. Short form for *Saint*.

**\*stamps** (stāmps). 1. Buy me two three-cent *stamps*. 2. When she is angry she *stamps* her foot.

**stand'ing** (stānd'ing) 88. 1. Reputation. His *standing* in town is good. 2. People were *standing* in the aisle.

**sta'tion er'y** (stā'shũn ĕr'ī) 76. Writing materials, often paper and envelopes. I got a new box of white *stationery*.

**\*stat'ue** (stāt'ū). Something of stone or other hard material made to look like a person or an animal. Did you ever see the *statue* of Wolfe in Quebec?

**steel** (stĕl) 54. A hard, strong metal. The knight's sword was made of fine *steel*. We crossed a *steel* bridge.

**stole** (stōl) 76. 1. Took when it was not honest or fair to take it. A thief *stole* money from the store. 2. Took secretly. She *stole* a look when she thought no one could see.

\***sto'len** (stō'l'n). Taken when it was not honest to take it. My mother's package was *stolen* from the car.

\***stom'ach** (stūm'āk). The food we eat goes from the mouth to the *stomach*.

\***stools** (stōōlz). Seats without arms or backrests. The children sat on *stools* when they had their ice cream at the store.

\***store'keep'er** (stōr'kēp'ēr). A person who has charge of or owns a store. The *storekeeper* sells the morning and evening newspapers.

\***storm'y** (stōr'mī). Raining or snowing. We were glad to go into the house because the weather was *stormy* outside.

**stream** (strēm) 68. A flow of water. Joe went fishing in a little *stream* in the woods.

\***street'car'** (strēt'kār'). We rode on the *streetcar* to the stores downtown.

**stub'born** (stüb'ēr) 20. Not willing to change one's mind. Not doing easily what is expected. The donkey is often called a *stubborn* animal. The *stubborn* child would not eat all his vegetables.

**stu'dent** (stū'd'nt) 66. A pupil. A person who has studying to do. The *student* is writing a paper about the colonies in New France.

**stuff** (stūf) 70. 1. Useful material. There is good *stuff* in that suit. 2. Material that is not very useful. We took all the old *stuff* out of the cellar and threw it away. 3. Fill. Mother plans to *stuff* the chicken and roast it.

\***stum'bled** (stūm'b'ld). Moved so that one nearly fell. He *stumbled* over a stone in the road.

**such** (sūch) 20. There was *such* a heavy fog that we could hardly see the road. At the corner store we can buy *such* food as milk, bread, and cheese.

**sup plies'** (sū plīz') 80. 1. The school *supplies* books for the pupils. 2. He sells office *supplies*. The ship stopped to take on *supplies*.

**sup pose'** (sū pōz') 82. What do you *suppose* was in the sack? *Suppose* you forget your umbrella. What will happen?

**sur'face** (sūr'fis) 62. The outside. The top. The *surface* of my desk is smooth. The soil in the garden is dry only on the *surface*. My winter coat has a rough *surface*.

## SWAMP

**swamp** (swômp) 62. Wet, soft land. Sally lost one of her rubbers in the *swamp*.

**\*sweat** (swět). The horse ran so fast that it began to *sweat*. *Sweat* rolled down its sides.

**swell** (swěl) 80. Become bigger. Balloons *swell* when they are blown up. Did your foot *swell* when you hurt it?

**sword** (sōrd) 64. A cutting weapon with a long blade. The prince killed the beast with his *sword*.

## T

**\*talk'ing** (tôk'ing). I heard people *talking* in the next room until very late.

**tank** (tangk) 30. 1. The man at the garage filled the gasoline *tank* in the truck. 2. The soldier drove the *tank* over a very rough road and across the brook.

**tar'cy** (tār'dī) 66. Late. Why were you *tardy* in getting to school this morning?

**taste** (tāst) 62. 1. These little cakes *taste* alike. 2. We like to *taste* the things mother has baked. 3. It has a sweet *taste*.

**\*tax** (tāks). 1. Money paid to support the government. We paid a *tax* on our theatre tickets. 2. Put a burden on. Do not *tax* your strength

## THREAD

when you move that rock. **\*teach'ing** (tēch'ing). To help to learn. I am *teaching* my dog a new trick.

**ten'nis** (tēn'is) 36. A game for two or four people played across a net. We got very warm playing *tennis*.

**term** (tûrm) 34. 1. Period for which one is elected. The governor has a four-year *term*. 2. Part of the school year. The school *term* is often five months. 3. A word used in a particular subject. What is the *term* in music that means "slow"?

**ter'ri ble** (tēr'ī b'l) 94. Dreadful. I had a *terrible* dream. The automobile accident was *terrible*.

**the'a tre** (thē'ā tēr) 50. A place where plays or moving pictures are shown. Everybody in the *theatre* stopped talking when the curtain on the stage went up.

**they're** (thār) 40. Short form for *they are*.

**thir'teen'** (thûr'tēn') 18. The number after twelve. Although I asked for a dozen rolls, the baker gave me *thirteen*.

**thread** (thrēd) 54. 1. The men in the factory will spin the *thread* from cotton. Mother sewed my dress with silk *thread*. 2. Mother asked me to *thread* the needle for her.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; ĩ, ice; ĩ, is; ô, old; ô, not; ô, obey; ô, or;

## THRILLING

**\*thrill'ing** (thrīl'ing). Exciting.

We are reading a *thrilling* story about the men who reached the North Pole.

**throat** (thrōt) 32. The front, or inside, of the neck. Grace tied her scarf at her *throat*. Henry was home from school with a cold and sore *throat*.

**\*tin'sel** (tīn's'l). Thread or cloth that shines gold or silver. We put *tinse*l on the Christmas tree.

**\*tip** (tīp). 1. The *tip* of the dog's tail is white. 2. Be careful not to *tip* the table over. 3. I gave a *tip* to the man who took my suitcase to the train.

**\*to ma'toes** (tō mā'tōz). Vegetables with smooth skin, usually red. We planted *tomatoes* in our garden. Mother served a salad of lettuce and *tomatoes*.

**ton'sils** (tōn's'lz) 80. I went to the hospital to have my *tonsils* removed. My *tonsils* often caused a sore throat.

**tools** (tōōlz) 54. Instruments used in doing work. A hammer and a saw are *tools* the carpenter uses.

**tooth** (tōōth) 60. The dentist is going to fill the hole in Ed's back *tooth*.

**tour'na ment** (tōōr'nā m'nt) 64. A trial to see who can do something best. Long ago the knights often fought in a

## TRIBE

*tournament* before the king and his court.

**tow'er** (tou'ēr) 94. A building or part of a building that is high. We could see for miles around from the *tower*. There are bells in the *tower* of the church.

**trail** (trāl) 48. 1. When I went hiking I found a little *trail* through the woods. 2. The bicycle left a *trail* of dust behind it. The hunting dogs followed the *trail* of the fox.

**\*trail'er** (trāl'ēr). A wagon or cart that can be connected to an automobile or a truck and pulled along by it. When we were travelling last summer we slept in the *trailer* every night.

**tramp** (trāmp) 76. 1. We took a long *tramp* through the fields. 2. We heard the heavy *tramp* of the marching soldiers. 3. A *tramp* came to the door and asked for a sandwich.

**treas'ure** (trēzh'ēr) 34. Money, jewels, or other valuable things. Some of the people who came here expected to find *treasure* in the New World.

**\*tribe** (trib). A group of people whose homes are near one another and who have the same ways of living. A *tribe* of Indians in the western part of our country makes

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## TRIES

beautiful baskets.

**tries** (trīz) **54.** Sometimes our dog *tries* to climb a tree. Billy *tries* hard to get all his lessons done on time.

**\*tub** (tüb). I let the water run into the *tub* for my bath.

**tune** (tūn) **64.** 1. We asked him to sing and play a *tune*. 2. A man came to *tune* our piano.

**\*twen'ty-eight'** (twěn'tī āt'). Eight more than twenty. February has *twenty-eight* days except in leap year.

**twen'ty-two'** (twěn'tī tōō') **38.** Two more than twenty. My brother was through college when he was *twenty-two* years old.

## U

**um brel'la** (ŭm brěl'ä) **24.** My *umbrella* protects me from the rain. We sat under a beach *umbrella* when we ate our lunch.

**un'der stand'** (ŭn'dēr ständ'). **84.** The children did not *understand* one sentence in the lesson. I could not *understand* him because he spoke a foreign language.

**up'per** (ŭp'ēr) **92.** Higher. The *upper* floors of that office building have good light.

**up'town'** (ŭp'toun') **38.** To the upper part of a town or city.

## VOICE

We went *uptown* to do our shopping.

**\*U.S.** Short form for *United States*.

**u'su al** (ū'zhōō'l) **22.** Common. Ordinary. We took our *usual* walk through the park after school.

## V

**\*van'i ty** (văn'ī tī). Too much pride in the way one looks or in what one can do. Because of her *vanity* about her clothes many people did not like her.

**verse** (vûrs) **64.** 1. Poetry, or a line of poetry. That man is a writer of *verse*. 2. A short part of the Bible. His talk was about the meaning of a *verse* in the Bible.

**vi'o lets** (vī'ō lits) **24.** Little flowers, usually purple. We found many *violets* growing in the woods this spring.

**vi'o lin'** (vī'ō līn') **52.** An instrument that can be played with a bow to give music. When John was playing his *violin* one of the strings broke.

**\*voice** (vois). The sound that comes from the mouth. Frank's *voice* was so loud we could hear it in the next room. My *voice* seemed to stick in my throat.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or;



## W

**wad'ing** (wād'ing) 84. Step-  
ping or walking through  
water. My brother and I  
went *wading* in the river.

**warm'er** (wôr'měr) 84. Not so  
cold. The weather is *warmer*  
in the summer than in the  
winter.

**waste** (wāst) 76. 1. Throw  
away something that could  
have been used. We should  
not *waste* good food. 2. Poor  
use of. It was a *waste* of  
time to write the numbers  
twice.

**Wed.**—82. Short form for  
*Wednesday*.

**wed'ing** (wěd'ing) 80. A  
marriage. Many people went  
to the church to see the  
*wedding*.

**weeds** (wēdz) 74. Plants that  
are not useful. We must get  
the *weeds* out of our garden.

**\*weighs** (wāz). 1. Is as heavy  
as. The boy *weighs* 100  
pounds. 2. Finds out how  
heavy something is. The  
butcher *weighs* the meat and  
then figures its cost.

**weight** (wāt) 78. 1. The child's  
*weight* is 60 pounds. 2.  
Father has a *weight* for  
papers on his desk. 3. Don't  
put too much *weight* on the  
wire, or it will break.

**wel'come** (wělk'm) 36. 1. You  
are a *welcome* guest. 2. You

are *welcome* to ride to the  
station with us. 3. When  
somebody thanks us we say,  
"You're *welcome*." 4. We will  
*welcome* you at any time.

**weren't** (wûrnt) 15. Short form  
for *were not*.

**west'ern** (wēs'těrn) 74. To-  
ward the west. There are  
high mountains in our  
*western* provinces.

**we've** (wēv) 40. Short form for  
*we have*.

**wher ev'er** (hwâr ev'ěr) 90. To  
whatever place. *Wherever* we  
went during our trip last  
week, we had good weather.

**wheth'er** (hwěth'ěr) 84. He  
asked *whether* he could go to  
the movies.

**\*whipped** (hwipt). 1. The  
driver *whipped* the horses.  
2. I *whipped* some cream.

**whis'tle** (hwis'l) 70. 1. A  
clear, loud sound. They were  
waiting for the noon *whistle*  
to blow. 2. The boy will  
*whistle* to his dog.

**whom** (hōōm) 88. The boy to  
*whom* he is talking is Henry  
Johnson.

**wire** (wîr) 84. 1. The fence was  
made of barbed *wire*. 2. The  
man will *wire* the two pieces  
of wood together. 3. We sent  
a message by *wire*. 4. *Wire*  
your reply at once.

**wish'ing** (wîsh'ing) 30. I was  
just *wishing* that you would  
arrive.



## WITHIN

**\*with in'** (wĭth ĭn'). 1. Inside of. *Within* the house there were many bright lights. Uncle Fred cannot get back *within* a week. 2. Inside. It was dark *within*.

**with out'** (wĭth out') 90.

Mother likes her coffee *with-out* milk. We do not want to go to the beach *without* Father.

**wore** (wōr) 60. I *wore* out my gloves. Bobby *wore* his new suit to the party.

**work'ers** (wŭr'kērz) 22. The *workers* in that factory have an hour for lunch.

**\*wor'ried** (wŭr'ĭd). Anxious. The farmers are *worried* about their crops because there has not been much rain.

**wor'ry** (wŭr'ĭ) 76. Fret. He began to *worry* about the mark he would get on his test.

**worst** (wŭrst) 76. The most bad of all. This is the *worst* sore throat I have ever had.

## YOU'VE

**wrist** (rĭst) 36. The part that connects the hand and the arm. I wrote so many pages that my *wrist* was tired.

## Y

**yarns** (yärnz) 18. Stories. The old man told the children many *yarns* about the time when he went to sea.

**yelled** (yēld) 36. Shouted. The boy *yelled* "Help!" when he saw the bull charging him.

**you'll** (yōōl) 66. Short form for *you will*.

**young'est** (yŭng'gĭst) 84. Not so old as any other. He is the *youngest* child in the class.

**you're** (yōōr) 82. Short form for *you are*.

**your self'** (yōōr sēlf') 82. You ought to be ashamed of *yourself*.

**\*you've** (yōōv). Short form for *you have*.

## Your Extra Words

Here are your extra words in the order of importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of importance, be sure to find each word in your dictionary and to see how it is pronounced and what it means.

- |               |               |                 |
|---------------|---------------|-----------------|
| 1. teaching   | 31. muddy     | 61. grapes      |
| 2. talking    | 32. chicks    | 62. keeper      |
| 3. sending    | 33. comb      | 63. milkman     |
| 4. one's      | 34. feather   | 64. oldest      |
| 5. sooner     | 35. governor  | 65. crack       |
| 6. kisses     | 36. sleepy    | 66. lamb        |
| 7. flies      | 37. weighs    | 67. manufacture |
| 8. southern   | 38. flu       | 68. skim        |
| 9. picking    | 39. shed      | 69. smell       |
| 10. saying    | 40. digging   | 70. tax         |
| 11. prettiest | 41. fool      | 71. herd        |
| 12. selling   | 42. lit       | 72. playmate    |
| 13. cries     | 43. lodge     | 73. ripe        |
| 14. crowd     | 44. term      | 74. bare        |
| 15. pine      | 45. concert   | 75. bales       |
| 16. order     | 46. goddess   | 76. beg         |
| 17. pleasant  | 47. holy      | 77. bump        |
| 18. voice     | 48. she's     | 78. cannon      |
| 19. lucky     | 49. stomach   | 79. click       |
| 20. Sept.     | 50. bracelet  | 80. curly       |
| 21. return    | 51. dairy     | 81. dragon      |
| 22. pushed    | 52. disease   | 82. fear        |
| 23. replied   | 53. kicked    | 83. forgive     |
| 24. stamps    | 54. robbers   | 84. howl        |
| 25. U.S.      | 55. sack      | 85. paw         |
| 26. bar       | 56. shadow    | 86. pilot       |
| 27. blood     | 57. statue    | 87. reply       |
| 28. exams     | 58. angel     | 88. tomatoes    |
| 29. settlers  | 59. artist    | 89. tub         |
| 30. drowned   | 60. fireworks | 90. area        |

- |                   |                 |                    |
|-------------------|-----------------|--------------------|
| 91. bog           | 123. you've     | 152. worried       |
| 92. colonists     | 124. bill       | 153. bud           |
| 93. crawled       | 125. bouquet    | 154. bundle        |
| 94. denominator   | 126. bunny      | 155. carols        |
| 95. errand        | 127. cheaper    | 156. carpenter     |
| 96. forehead      | 128. drawn      | 157. clever        |
| 97. inkwell       | 129. drug       | 158. cruel         |
| 98. lightning     | 130. duty       | 159. delivered     |
| 99. mistress      | 131. exhibit    | 160. experience    |
| 100. patent       | 132. fright     | 161. fairground    |
| 101. shepherd     | 133. gauze      | 162. flakes        |
| 102. spinning     | 134. goodness   | 163. frost         |
| 103. sprained     | 135. grave      | 164. granddaughter |
| 104. stolen       | 136. highway    | 165. marry         |
| 105. tribe        | 137. lb.        | 166. mittens       |
| 106. twenty-eight | 138. lime       | 167. motto         |
| 107. bolls        | 139. Mon.       | 168. ornaments     |
| 108. border       | 140. mts.       | 169. owe           |
| 109. chopped      | 141. pearl      | 170. plateau       |
| 110. chum         | 142. playground | 171. pneumonia     |
| 111. driving      | 143. rooster    | 172. pottery       |
| 112. dusty        | 144. seashore   | 173. printed       |
| 113. further      | 145. service    | 174. servant       |
| 114. harp         | 146. skunk      | 175. share         |
| 115. parrot       | 147. stools     | 176. storekeeper   |
| 116. pod          | 148. stumbled   | 177. stormy        |
| 117. rally        | 149. sweat      | 178. trailer       |
| 118. rocky        | 150. thrilling  | 179. vanity        |
| 119. seek         | 151. tip        | 180. whipped       |
| 120. sink         |                 | 181. within        |
| 121. streetcar    |                 | 182. capital       |
| 122. tinsel       |                 | 183. American      |











# THE PUPILS' OWN Vocabulary Speller

*By*

ARTHUR I. GATES

HENRY D. RINSLAND

INA C. SARTORIUS

CELESTE COMEGYS PEARDON

GRADE

6

REVISED CANADIAN EDITION

*Authorized in Ontario, Nova Scotia, Quebec and Saskatchewan*

TORONTO

THE MACMILLAN COMPANY  
OF CANADA LIMITED

COPYRIGHT, CANADA, 1947, 1951

By

THE MACMILLAN COMPANY OF CANADA LIMITED

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Mimeographing or reproducing mechanically in any other way passages from this book without the written permission of the publisher is an infringement of the copyright law.

#### ACKNOWLEDGMENTS

The word lists in this speller are based on Rinsland's *A Basic Vocabulary of Elementary School Children* (The Macmillan Company). The hard-spot exercises are based on findings incorporated in Gates' *Spelling Difficulties in 3876 Words* (Bureau of Publications, Teachers College, Columbia University). Besides including all the words of the well-known Jones list, which has often been reprinted in full, the composite list of spelling "demons" is based in part on data found in Grant, Bracher, and Duff's *Correctness and Precision in Writing, Form D* (Houghton Mifflin Company); in part on the Fitzgerald list, included in an article by Fitzgerald and Brittain (*Elementary English Review*, February 1942); and in part on the Prairie City Appraisal, by Swenson and Caldwell (*Elementary School Journal*, October, November, and December 1948). It is used by permission of the several publishers.

PRINTED AND BOUND IN CANADA

## To the Teacher.

*The Pupils' Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The *Revised Edition* incorporates refinements of teaching techniques based on recorded experience, with additional study helps and increased emphasis upon words commonly mis-spelled. Vocabulary building is emphasized and extended. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual* which the teacher is urged to study carefully.

**The Vocabulary.** This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade VI. The 456 most important words are introduced in the 34 basal weekly lessons. Each of these words is very thoroughly taught. A group of 215 words of less importance, called "Your Extra Words", is listed on pages 143-144, in the order of their importance. The extra words are also included in the dictionary, pages 98-142, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. It is further suggested that the teacher encourage each pupil to keep a list of words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "very own words". Thus, independent spelling ability—the major objective of instruction—is achieved. (Section 2 of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)

**The Method of Study.** These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained in Section 3 of the manual.

**The Weekly Programme.** The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Pearson. He then examines each word in the spelling list and rereads the story. Then he writes the words. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 13, for example.)

The third step is a test of spelling. A special feature of this series is the suggestion of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme. (See page 14, for example.) Following the test comes the correction of the words, a study of the errors, and a restudy of the words missed. Sections 7 and 8 of the manual give suggestions for making this diagnosis and restudy highly valuable.

The last step is the final weekly test. Words missed on this final test should be recorded correctly in the pupil's notebook. At the time of the final test the following week, the pupil is again tested on these words, after having reviewed them.

**The Dictionary.** Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up — on the first day if possible — and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

**The Word-Enrichment and Generalization Programmes.** These spellers embody a most carefully worked-out programme for enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study* — an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the *Teachers' Manual*, Sections 4, 6 and 10.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

**Aids to Learning Specific Words.** These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guess work. This programme is explained in Section 7 of the manual.

**The Problem of Reviews.** Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review in Section 8 of the manual.

**Pre-tests and Final Tests.** A pre-test, half-year test, or final test may be made up by choosing at random one or more words from each of the 34 lessons. A random sampling of words from the extra-word list may also be used for periodic tests. For suggested use of test results see Section 9 of the manual.

The Authors.

# Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
							13	13	13	13	13	13	13	13	13	13
														14	14	14

1	2	3	4	5	6	7
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
						13

Make a progress chart like the one above in your "Word Book". You will have to make it for 34 weeks. Your teacher will help you.

## How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 12 words right the first week, draw a circle around 12. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 12 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

# Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. The page numbers refer to the page on which the word appears.

## Grade IV

center	128
favorite	32
good-by	22
living room	128
neighbor's	128
plow	128

## Grade V

ax	48
dining room	38
favor	64
honor	48
pajamas	60
theater	50

## Grade VI

center	86
defense	54
honorable	144
labor	78
mold	144
neighbor	32
woolen	90

## Last Year's Extra Words

It will help you to know how to spell all these words. Those at the beginning of the list are the most important.

- |             |             |               |
|-------------|-------------|---------------|
| 1. teaching | 6. kisses   | 11. prettiest |
| 2. talking  | 7. flies    | 12. selling   |
| 3. sending  | 8. southern | 13. cries     |
| 4. one's    | 9. picking  | 14. crowd     |
| 5. sooner   | 10. saying  | 15. pine      |



- |              |                 |                   |
|--------------|-----------------|-------------------|
| 16. order    | 57. statue      | 98. lightning     |
| 17. pleasant | 58. angel       | 99. mistress      |
| 18. voice    | 59. artist      | 100. patent       |
| 19. lucky    | 60. fireworks   | 101. shepherd     |
| 20. Sept.    | 61. grapes      | 102. spinning     |
| 21. return   | 62. keeper      | 103. sprained     |
| 22. pushed   | 63. milkman     | 104. stolen       |
| 23. replied  | 64. oldest      | 105. tribe        |
| 24. stamps   | 65. crack       | 106. twenty-eight |
| 25. U.S.     | 66. lamb        | 107. bolls        |
| 26. bar      | 67. manufacture | 108. border       |
| 27. blood    | 68. skim        | 109. chopped      |
| 28. exams    | 69. smell       | 110. chum         |
| 29. settlers | 70. tax         | 111. driving      |
| 30. drowned  | 71. herd        | 112. dusty        |
| 31. muddy    | 72. playmate    | 113. further      |
| 32. chicks   | 73. ripe        | 114. harp         |
| 33. comb     | 74. bare        | 115. parrot       |
| 34. feather  | 75. bales       | 116. pod          |
| 35. governor | 76. beg         | 117. rally        |
| 36. sleepy   | 77. bump        | 118. rocky        |
| 37. weighs   | 78. cannon      | 119. seek         |
| 38. flu      | 79. click       | 120. sink         |
| 39. shed     | 80. curly       | 121. streetcar    |
| 40. digging  | 81. dragon      | 122. tinsel       |
| 41. fool     | 82. fear        | 123. you've       |
| 42. lit      | 83. forgive     | 124. bill         |
| 43. lodge    | 84. howl        | 125. bouquet      |
| 44. term     | 85. paw         | 126. bunny        |
| 45. concert  | 86. pilot       | 127. cheaper      |
| 46. goddess  | 87. reply       | 128. drawn        |
| 47. holy     | 88. tomatoes    | 129. drug         |
| 48. she's    | 89. tub         | 130. duty         |
| 49. stomach  | 90. area        | 131. exhibit      |
| 50. bracelet | 91. bog         | 132. fright       |
| 51. dairy    | 92. colonists   | 133. gauze        |
| 52. disease  | 93. crawled     | 134. goodness     |
| 53. kicked   | 94. denominator | 135. grave        |
| 54. robbers  | 95. errand      | 136. highway      |
| 55. sack     | 96. forehead    | 137. lb.          |
| 56. shadow   | 97. inkwell     | 138. lime         |

139. Mon.	154. bundle	169. owe
140. mts.	155. carols	170. plateau
141. pearl	156. carpenter	171. pneumonia
142. playground	157. clever	172. pottery
143. rooster	158. cruel	173. printed
144. seashore	159. delivered	174. servant
145. service	160. experience	175. share
146. skunk	161. fairground	176. storekeeper
147. stools	162. flakes	177. stormy
148. stumbled	163. frost	178. trailer
149. sweat	164. granddaughter	179. vanity
150. thrilling	165. marry	180. whipped
151. tip	166. mittens	181. within
152. worried	167. motto	182. capital
153. bud	168. ornaments	183. American

## How to Use Your Book

### *First Day. See Your Words.*

Read the story. As your teacher pronounces each new word, look at it carefully and say it after her. Then find each new word in the story, notice how it is used, and write it correctly on your paper. If you have any extra time, start the exercises under "Know Your Words".

### *Second Day. Know Your Words.*

Write the exercises under "Know Your Words." You will enjoy using your new words. Before you write each one, look at it carefully in the list under the story. Be sure to spell it exactly right.

In the spelling dictionary at the back of your book you will find all of your new words in alphabetical order. If you are not sure how to pronounce or use a word, look it up in your dictionary. You will find a key to the pronunciation of the words on page 98 and at the bottom of each page after that. The guide words at the top of

each page will help you in finding your new words. The one at the left is the first word on the page, and the one at the right is the last word on the page.

### ***Third Day. Write Your Words.***

Number your paper for as many words as there are in your week's lesson. Write each word as your teacher says it. Be careful to use your best writing and to spell each word correctly. Your teacher will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book. Save your paper.

### ***Fourth Day. Study Your Words.***

Study the words you missed yesterday. This is the way to study them:

1. Look at the first word you missed and say it to yourself. If it has more than one syllable, or part, say it again, one syllable at a time. Look at each syllable as you say it.


2. Look at the letters and say each one. If the word has more than one syllable, divide the word into syllables when you say the letters.

3. Write the word without looking at your book.

4. Now look at your book and see whether you spelled the word correctly. If you did, write it again and compare it with your book again. Do this once more.

5. If you made a mistake, see which letters you missed. Repeat steps 1 and 2, looking very carefully at the letters you missed. Then repeat steps 3 and 4 until you have written the word correctly three times without a single mistake.

6. Study each word you missed in this same way.

You will see a little sign like this [  ] in front of some words in your lists. Be very careful with such words. Many pupils have missed them. These are

called **demon words**. You will want to spell them right. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words, of which you should make a list. Your teacher will tell you about this. Study these in the same way as the words you missed.

***Fifth Day. Write Your Words Again.***

Number your paper for as many words as there are in your lesson. Write each word carefully as your teacher says it. She will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book.

Write the words you missed in your Word Book, which your teacher will help you make. Keep all the words you miss in your Word Book and study them when you have time. Now and then your teacher will test you on these words. Write a similar spelling list for each of your other school subjects.

There are a few words which may be spelled in two ways, both of which are considered to be correct. One way is given in your lessons, or in "Your Extra Words". These are marked with a dagger. The other is shown in a list on page 7.

This list includes words taught in this Series, for which there are alternative spellings. Your teacher will help you to choose your way of spelling such words. Remember always to use the one you select.

*Note to the Teacher: Below is given in detail a full week's work on the first group of words in this book. It is suggested that the same procedure be followed in subsequent weeks.*



## Hogs — Wild and Tame

The hog is a comical chap, with his fat sides, curly tail, tiny eyes, and turned-up nose. In Jamaica where he runs wild he prefers a moist soil bordered by woods thick with brush, where he may hide in case of danger. He feeds on pecans, acorns, and other nuts and he is a swift runner in spite of his short legs. An angry wild hog is not pleasant to meet.



The tame hog raised on the farm provides the nation with lard, bacon, and ham. Baby pigs are bright little creatures that are full of activity. They make affectionate pets and can be trained to do tricks. They are not rough playmates.

“Dirty as a pig” is not a fair statement. Pigs would be clean if their owners would provide them with proper pens. Because they have no clean place in which to bathe, they must stretch out and roll in the slippery mud to rid their delicate skins of flies and other insects.

rough	lard	bathe	comical
hog	tame	pecans	activity
stretch	swift	provide	slippery

## Know Your Words

1. A word that means almost the same as another word is called a **synonym** of it. Write the new words that are synonyms of: **fast, furnish, action, wash, pig, funny.**

2. Write the new word that means:

- |                                     |                                |
|-------------------------------------|--------------------------------|
| a. the opposite of <b>gentle</b>    | c. the opposite of <b>wild</b> |
| b. to furnish                       | d. causing one to slide        |
| e. nuts that are shaped like olives |                                |
| f. the fat rendered from pork       |                                |

3. Alphabetize, or write in alphabetical order, **tame, hog, comical, lard, and activity.**

4. Alphabetize the new words beginning with **s** and **p**, being sure to look at the second letter in each word. Check the order with your alphabetical dictionary at the end of this book.

5. Make a new word by doubling the **p** in **slip** and adding **ery**.

6. Write the new words that rhyme with: **card, frog, lift, aside, game, and tough.**

7. The **a** in **bathe** is long. The **a** in **bath** (what you take when you bathe) is short. Add **room** and **robe** to **bath** to make **bathroom** and **bathrobe**.

8. Add **ed** to **stretch** to make **stretched**.

9. Write the new words that end with the same two letters as: **dog, hard, medical, ability, and fame.** With what new words do **hard** and **fame** rhyme?

10. Write these words, filling in the missing letters, which are the hard spots: **prov — — —, stre — — —, sli — — — — —, sw — f —, h — g, tam —, co — ic — —, r — — — —, ba — — —, l — rd, pe — — ns, a — — iv — ty.**

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The shells on \_\_\_\_\_ are thin.
2. The soap was so \_\_\_\_\_ that it slid from Judy's hands.
3. The principal asked Bill not to be \_\_\_\_\_.
4. Mr. Perry raised some corn to feed to his \_\_\_\_\_.
5. \_\_\_\_\_ yours arms above your head.
6. My aunt uses \_\_\_\_\_ for making pie crust.
7. There was great \_\_\_\_\_ in the kitchen on Thanksgiving morning.
8. Mother will \_\_\_\_\_ the baby in the morning.
9. Coal mines \_\_\_\_\_ us with one kind of fuel.
10. The \_\_\_\_\_ story Uncle Jack told us made us laugh.
11. Their \_\_\_\_\_ airplane flight around the world took six days.
12. The squirrel was \_\_\_\_\_ enough to eat from Fred's hand.

2. Cross out the words you missed and write them correctly.



## Study Your Words

1. Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book", under "Fourth Day". This comes on page 10.

2. Your teacher may ask you to learn some of your extra words, pages 143-144, or some of your own words, if you have any.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.

2. If you learned some extra words or some of your own words, write them, too.

3. Write the words you missed today in your Word Book. Spell them correctly.



## Sixth Grade Sewing

At the bottom of my cedar chest lies a white apron which I made in the sixth grade. It was one of the hardest things I have ever done and it could never be put to ordinary use.

On Friday afternoons the girls had sewing and the boys had manual training. I thought sewing would be much nicer—especially when we were given needles, thread, little blue thimbles and shiny scissors.

The teacher's method was to go from something simple to something hard. First, I believe, we each brought a towel from home and put a hem in each end. We next made kitchen curtains, with a hem at the top of each and an edging of lace across the bottom.

Then, laying other work aside, we tackled the aprons. The teacher showed us a sample of what they should be like when they were finished. There was a full skirt gathered into a belt, above which was a bib with two long straps crossing in the back. We pinned a paper pattern to the cloth, and the teacher did the cutting. Then we made the aprons ourselves.

laying	skirt	method	hardest
lace	towel	manual	curtains
nicer	sample	pattern	scissors

## Know Your Words

1. Find **lace** in your alphabetical dictionary, using the guide words at the tops of the pages. Following the word you will find its pronunciation. You will see that it has only one **syllable**, or part. Write **lace** and the other word of one syllable in this week's lesson.

2. Write the nine words of two syllables, leaving a space between the syllables, like this: **sam ple**. Put the accent mark in each to show which syllable is **accented**, or said louder than the other. Check each word with your dictionary.

3. Write the new words that rhyme with **playing**, **example**, **shirt**, and **face**.

4. Write the new word that means:

- |  |                              |
|--|------------------------------|
| a. of the hands                        | d. a way of doing something  |
| b. most difficult                      | e. an instrument for cutting |
| c. more agreeable                      | f. placing or putting        |
| g. paper used in cutting out a garment |                              |
| h. a cloth for drying.                 |                              |

5. A syllable added to the end of a word to change its meaning is a **suffix**. Add the suffixes **er** and **est** to **hard**. Add **r** and **st** to **nice**. Add **ing** to **lay**.

6. Write the new words that are synonyms for **drapes** and **handbook**.

7. The letter **c** is called **hard c** when it sounds like **k** and **soft c** when it sounds like **s**. Write **lace** and **curtains** and beside each word write whether the **c** in it is hard or soft.

8. Write these words, filling in the missing letters:  
**pa** — — **ern**, **s** — **issors**, **s** — — **rt**, **c** — **rt** — — **ns**, **la** — **ing**,  
**tow** — —, **la** — **e**, **man** — — **l**, **m** — **th** — **d**, **samp** — —, — **i** — — **r**  
**h** — — **d** — **st**.



## A Colonial Kitchen—Part I

Daily life in colonial times began and ended around the fireplace in the room at first called the “common room” and later called the kitchen.

The huge fireplace was of the English pattern. Across it stretched a big green timber from which hung the pots and kettles, the pride of every colonist’s home. In time the green timber burned part way through and became weak. Then the burnt wood had to be replaced. Later this timber across the front of the fireplace gave way to an iron crane.

Each kettle, skillet, and pot of those times was made with legs so that it could be placed in the hot ashes without making the food too hot. Every kind of pan and every spoon used to stir food was made with a very long handle so that the cook need not stoop or get too close to the fire.

The early settlers did not prepare food in a great variety of ways. They would either boil or roast their meats and would mix all the vegetables together for boiling. When an oven was built into the chimney beside the fireplace, baking was done once a week as a special treat.

mix	treat	ashes	timber
boil	burnt	kettle	skillet
weak	stoop	handle	prepare

## Know Your Words



1. Write the plural of **ash** by adding the suffix **es**. The plurals of words ending in **sh** and **ch** are formed by adding **es**. The singular form **ash** is not often used.

2. Write the new words that are built from **burn** and **hand**. What letters were added to each? Add **s**, **ed**, and **ing** to **stoop** to make **stoops**, **stooped**, and **stooping**.

3. Write the two words with double consonants. Write the word with a double vowel.

4. Write **boil** and say it to yourself. When **o** and **i** come in this order, they usually sound like this.

5. Add **s**, **ed**, and **ing** to **boil** to make **boils**, **boiled**, and **boiling**.

6. Write the words containing **ar**, **er**, and **ur**.

7. Write the words that rhyme with: **meat**, **soil**, **settle**, **fix**, **leak**, **loop**, **dashes**, **limber**, **candle**, **declare**.

8. If you are not sure of the long ( **ˉ** ) and short ( **˘** ) vowel sounds, look at the pronunciation key on page 98. Write these words and mark the vowels called for: **a** in **ashes** and **handle**, the first **e** in **kettle**, **i** in **skillet**, **timber**, and **mix**.

9. Alphabetize the words beginning with **s**, **t**, and **b**.

10. Write these words, filling in the missing letters:  
**a** — — — —, — **e**tt — —, **w**e — **k**, **t** — mber, tr — — t,  
**s** — **i** — — — t, m — —, st — — p, hand — —, **b** — — nt,  
**b** — — l, prep — — —.



## A Colonial Kitchen—Part 2

Opposite the fireplace in the colonial kitchen stood a dresser, or sideboard, holding the small supply of pewter which most families owned—a plate or two, a platter, a pitcher, jars, and mugs. Next to that, perhaps, was a cupboard containing the dishes for everyday use—wooden ones. The plates, which were known as “trenchers”, were about ten inches across, and each was made from a knot of wood, hollowed out in the centre. Knots from maples were considered the best. Husband and wife used one trencher, and two children ate from the same one.

The colonists used knives and spoons; no one used a fork, even in England, at this time. Spoons were necessary because so much of the food consisted of soups, stews, or boiled cereals like oatmeal. Sometimes a spoon was made of horn; at other times it was made of wood, pewter, or silver. Almost every family possessed at least one silver teaspoon.

Everyday cups were wooden, and, with no thought of germs since in those days nobody knew about germs, they were handed around for all to use. There was no glass or china. Not till the end of the eighteenth century did fine teacups arrive from China.

jars	spoon	maples	oatmeal
fork	germs	pitcher	teaspoon
knot	knives	teacups	cupboard

## Know Your Words

1. A **compound word** is formed by writing two or more words together to make a new word. Write four compound words from these little words, using one of them twice: **meal, tea, board, cups, spoon, oat, cup.**

2. Write the two new words in which **j** and **g** have the same sound.

3. Write these plural words: **germs, maples, jars, teacups.** Beside each plural write the singular by dropping the **s**.

4. Write the singular word **knife**. Now write its plural by changing the **fe** to **ve** and adding **s**.

5. Two words that sound alike but are not spelled alike are **homonyms**. **Weak** and **week** are homonyms. Write these sentences, using the right homonym in each:

a. A sailor can tie almost any kind of (**not, knot**).

b. The brook is (**not, knot**) frozen now.

6. Write the word that rhymes with: **terms, stars, staples, hives, stork, moon, plot.**

7. Write **pitcher** and **picture**. Pronounce them. Be sure to sound the **c** in **picture**.

8. Alphabetize the words beginning with **k**, looking at the third letter of each. Draw a line through each **k** to show that it is silent.

9. Alphabetize the words beginning with **tea**. The fourth letter tells you which comes first.

10. Write the word that ends with **er**.

11. Write these words, filling in the missing letters:  
for —, — not, **j** — rs, **o** — tmeal, ma — — — s, **pi** — — — er,  
sp — — n, — ni — — s, cu — b — — rd, t — — cups,  
t — — sp — — n, — — rms.





## Sharks

Although there are many kinds of sharks swimming about in the northern and southern oceans, the plain truth is that very few of them, in spite of the bad reputation of the man-eating shark, are really dangerous.

The small sharks live at the bottom of the ocean and do not often come near shore. One of them, the tiger shark, is quite a beauty, with his yellow and brown markings. The natives of the West Indies seem to be in agreement on the fact that he is a man-eater.

The big sharks live near the surface of the ocean and spend their lives quietly eating the tiny fish on top. First they dip under the water, and then they roll out to get the sun on their backs. One of the biggest is the whale shark, which attains a length of more than thirty feet. If attacked, he is certainly dangerous. But the big shark that is extremely dangerous to bathers and swimmers is the white shark, which really hunts and eats people.

A queer-looking shark is the hammerhead, which also belongs to the man-eating group. His head is shaped like a hammer, each end of which contains an eye. He has great speed of movement, rising and falling and turning at unexpected moments.

dip	length	contains	agreement
shark	beauty	certainly	unexpected
thirty	quietly	extremely	plain

## Know Your Words

1. A syllable written at the beginning of a word to change its meaning is a **prefix**. Write the word with the prefix **un** and the suffix **ed**. How does **un** change the meaning of **expected**?

2. Add the suffix **ment** to **agree**. Add the suffix **ly** to **extreme**, **quiet**, and **certain**.

3. Write the word for the number **30**.

4. Write **contains**. Add **ed** and **ing** to make **contained** and **containing**. Both **contained** and **containing** are words often used in arithmetic.

5. Write the homonym of **plain**.

6. Write the words with **ex** in them.

7. Write the words that rhyme with: **dark**, **rip**, **strength**, **remains**, **dirty**, **unaffected**, **cane**.

8. Write the synonyms for **holds**, **surely**, **very**, **clear**, and **sudden**.

9. Make three columns, putting the new words of one syllable in the first, those of two syllables in the second, those of three or more syllables in the third. Divide into syllables the words of less than four syllables and show the accent of each. Check with your dictionary.

10. Write **beauty**. Say it to yourself. Add the suffix **ful** to make **beautiful**. Now add the suffix **ly** to make **beautifully**.

11. Write the new words with **ar**, **ir**, or **er** in them. In which words do **er** and **ir** sound alike?

12. Write these words, filling in the missing letters: **cont** — — **ns**, **c** — **rt** — — **nly**, **th** — **rty**, **len** — — —, **b** — — — **ty**, **pl** — — **n**, **extrem** — — —, **a** — **r** — — **ment**, **qu** — — **tly**, **une** — **pe** — **ted**, **sh** — **rk**, **d** — **p**.



## The Art of the Goldsmith

A man who works with gold—turning it into cups, bowls, vases, jewellery, and so forth—is known as a “goldsmith”. The art of the goldsmith is a very ancient one. It is unknown when gold was first used. Perhaps some early miner, having dug gold from a pit, discovered that he had a metal which was easy to work with. No equipment except a stone hammer was necessary to shape a lump of gold into a pleasing object.

Crowns, chains, bracelets, and other pieces of gold jewellery were found in the tomb of five Egyptian princesses who lived more than two thousand years before the birth of Christ. Many a bug was beautifully fashioned in gold.

The goldsmiths of the early Greeks produced beautiful pins, beads, earrings, and crowns made in a style which we now call “classic”. The Romans added pearls and other stones to their gold jewellery. Some Roman women covered themselves with gold ornaments worth a fortune.

In the sixteenth century the art of the goldsmith reached its height in Benvenuto Cellini. With his delicate instruments Cellini fashioned, in gold, the finest pieces ever made. His cups, vases, bowls, and salt cellars have never been equalled.

bug	miner	hammer	goldsmith
style	Christ	fortune	equipment
metal	object	unknown	instruments

## Know Your Words



EGYPTIAN



ROMAN



1. Write the compound word beginning with **gold**. Four compound words were listed on page 20. Write them again.

2. Write the name that always begins with a capital.

3. Write the word that begins with the prefix **un**. Say it to yourself. Cross out silent **k**.

4. Write **equi** and add the suffix **ment**. Write the word ending with **ments**. Then write its singular.

5. Write the two words ending with silent **e**. Cross out each silent **e**. Beside **style** write the vowel sound of **y**. If you are not sure, look in your dictionary.

6. Write the three words of one syllable. Write **fortune** and **object** in syllables, showing the accents. In the sentence, "I object to that statement," **object** is pronounced **ob ject'**. Write it this way, too.

7. Write these words and mark the long or short vowel called for in each word:

a. a in **hammer**

c. i in **miner**

b. e in **metal**

d. o in **goldsmith** and **object**

e. u in **unknown** and **bug**

8. Write the words that rhyme with: **stammer**, **petal**, **bit**, **liner**, **shipment**, **grown**.

9. Write these words, filling in the missing letters: **equi** — **ment**, **ha** — — **er**, **instr** — **ments**, **me** — — —, **st** — **le**, **go** — — **smith**, **ob** — — — —, **b** — **g**, **C** — **rist**, **f** — **rtun** —, **min** — **r**, **un** — **no** — **n**.

## Some Review Words

method	comical	timber
rough	hardest	manual
knot	pitcher	unexpected
length	cupboard	pattern
handle	equipment	prepare
burnt	quietly	teaspoon
agreement		activity
certainly	unknown	style
mix	knives	provide
instruments	object	contains
stretch	sample	extremely
fortune		germs

## For Dictation

Housekeeping today is certainly much simpler than it was in earlier times. There is an abundance of equipment—jars, knives, teacups etc. A good housekeeper will certainly keep these neatly in a cupboard.

Sewing is an art which every girl should know. With the help of a good teacher and a manual she should soon be able to make such things as towels, curtains and even a plain shirt. Sewing provides activity for both mind and body and is a key to style and beauty.

## Know Your Review Words

1. Write a synonym for each of these words: **funny, surely, holds.**

2. Write in alphabetical order all your review words beginning with **s** and **t**. There are five of them. Check with your dictionary.

3. Find these words in your dictionary: **handle, instruments, fortune, pitcher.** Look at their pronunciation and say them to yourself. Write them dividing them into syllables and marking their accents.

4. Write the plurals of these words: **method, knife, activity.**

5. Write the review words which are made up of these smaller words: **tea, cup, spoon, board.**

6. Write **stretch.** Add **ed, es, and ing** to make the new words **stretched, stretches** and **stretching.**

7. Write the words that rhyme with: **fix, tough, plot, strength.**

8. Draw a circle around the words having the short sound of **a**: **handle, contains, pattern, hardest, agreement.**

9. Some of these words contain a prefix. Draw a circle around each prefix: **unknown, stretch, object, provide, germs, burnt, certainly, fortune.**

10. Draw a line through the silent letter in each word: **unknown, knives, stretch, knot, pitcher.**

11. Make three columns, putting four review words of one syllable in the first, six of two syllables in the second, and five of three or more in the third.




## Hallowe'en Mischief

In the old days the grown-ups in our village were always ready to pardon us if we did things we shouldn't on Hallowe'en. We warned folks days before the thirty-first that if they had anything we might spoil, they might lose it unless they took it in. If they didn't, well, that was their hard luck.

We always mixed things up. We would take fence gates off their hinges and hook old rusty chains across doors. We loved old wells and would haul up the buckets as the ropes wound around the beams, remove the buckets, and tie the ropes tight in hard, bad knots. No garden seat or swing was ever left right side up.

When we had mixed things up as much as we could along the village street and on the near-by farms, we generally took ourselves to the river, where we built huge bonfires of dry corn cobs.

One year we found a present at the river. Near our fire someone had left a big pail of fresh apple cider, a big bag of doughnuts, and seven cups. Since every farmer had taken apples to the mill in the last two weeks and every woman in the village made good doughnuts, that mystery was never solved.

haul	tight	unless	chains
shouldn't	spoil	wound	 lose
pardon	cider	pail	mixed
bonfires			



## Know Your Words

1. Copy these sentences and write **wound** in each, saying it to yourself each time you write it:

a. The dog's \_\_\_\_\_ is healing fast.

b. She \_\_\_\_\_ the thread on the spool.

**Wound** is pronounced differently when it means an **injury** and when it means **did wind**. Look up these two pronunciations in your dictionary.

2. Add **s** to form the plural of: **pail**, **bonfire**, and **chain**.

3. **Shouldn't** is a **contraction**. What letter is left out?

4. Write **chains** and **pail** and after each write the sound of **ai**.

5. Write these words and mark the long and short vowels called for: **i** in **cider**, **mixed**, and **tight**, **o** in **bonfires**, **u** in **unless**.

6. Write **spoil** and **sour** and say them to yourself. The letters **oi** and **ou** often sound like this.

7. Write these sentences, using the correct homonyms in each: **pail** and **pale**, **haul** and **hall**:

a. The sick girl looked (**pail**, **pale**).

b. The man brought a (**pail**, **pale**) of water to the horse.

c. Oxen are used to (**hall**, **haul**) heavy loads.

d. We walked through the long (**hall**, **haul**).

8. Do not mix up **lose** and **loose**. Both words are "demons." Pronounce them and write them.

9. Alphabetize all of your new words.

10. Write these words, filling in the missing letters:  
**p** — — **l**, **unle** — —, **b** — **nfir** — **s**, **pard** — **n**, **ch** — — **ns**,  
**ti** — — —, **sp** — — **l**, **h** — — **l**, **mi** — — —, **w** — — **nd**, — **ider**,  
**l** — — **e**, **sh** — — — — **n** — **t**.



## What Henry Knew About Cars

The time was the year 1907—before any road had a cement pavement. The place was a farmhouse on a dirt road in Ontario. It was July, and Henry Crosby sat on the kitchen steps cutting up bits of beef for bait because he was too lazy to dig worms.

A large automobile came down the hill and stopped with a tired puff at the edge of the road almost at the Crosbys' gate. Henry dashed for the road. This was the first automobile he had ever seen! He watched the lady get out and crank the car without success.

"Won't she go? Has the engine stopped?" he asked. The lady gave him a smile and shook her head.

Then Henry looked boldly at the tires, the brake, and the crank. "Got enough grease?" he asked. She nodded.

"It's worse than that," she said sadly. "I'm out of gasoline."

Henry ran into the house and came out again with a torn and tattered booklet in his hand.

"Oh, no, you're not," said Henry. "Your auto carries an extra gallon in a little storage tank. The booklet says so. It was sent to Dad and I've been reading it in my spare time."

edge

beef

worse

booklet

carries

crank

cement

torn

bait

brake

grease

pavement

engine

## Know Your Words



1. Write **brake** and **pavement** and mark the long vowel in each. Cross out the silent **e** in **brake**. Check with your dictionary.

2. Write **grease**, **beef**, and **bait**. Beside each write the vowel sound. You will see that two of these words have the same vowel sound, and the other has the same vowel sound as **brake**. Check with your dictionary.

3. **Brake** and **break** are homonyms. **Broke** means **did break**. Write **broke**. Write **carry**. Change the **y** to **i** and add **es** and **ed** to make **carries** and **carried**.

4. Write the words that rhyme with: **drank**, **crease**, **marries**, **wait**, **reef**, **prevent**, **purse**, **lake**, **hedge**, **brooklet**.

5. Write **tear** and **torn**. When you **tear** cloth, cloth is **torn**.

6. Write these sentences, using a new word in each blank:

a. Worms are good \_\_\_\_\_ for fishing.

b. The \_\_\_\_\_ had a paper cover.

7. Alphabetize all your new words.

8. Write the words ending in the suffixes **ment** and **let**. The suffix **let** shows smallness.

9. Write these words, with all their letters: **brak** —, **bookl** — **t**, **b** — — **f**, **gr** — — — —, **to** — **n**, **w** — **rs** —, **carr** — — **s**, **e** — — **e**, — — — **ent**, — **ran** —, **pav** — **ment**, **ba** — —, **eng** — **n** —.



## Farm Chores

It was Saturday morning in the spring. Mother and Father had driven off to the grocery early in the truck to do the week's marketing and to buy the chicken feed and some tobacco for a neighbour.

Betty was left at home to do the chores indoors while her brothers did theirs. Ben was harrowing the south field. As she glanced out of the window and saw Ben harness the greys by the barn door, she wished she were a boy. Then Ben came up to the house and told her that a disk on the harrow had a crack in it and would have to be changed. He told her that if her work was finished when he was ready, she might ride on Bess.

Betty did her chores like lightning. First she had to wipe and put away the breakfast dishes. Then she had to mop the kitchen floor. In the living-room she had to sweep the floor with a broom and dust the furniture. Then there was the cabbage to be sliced for dinner and the onions to be chopped. At last all was ready for Mother to cook. Then Ben whistled, and, taking a sweater to wrap around herself, Betty ran to meet him.

tobacco	crack	wrap	neighbour†
grocery	dust	sweep	harness
mop	theirs	chores	cabbage
broom			

## Know Your Words

1. **Rap** and **wrap** are homonyms. Write these sentences, starting each with one of the homonyms. A sentence always begins with a capital.

a. \_\_\_\_\_ means a quick, light blow.

b. \_\_\_\_\_ means an outer covering.

2. Write these words and cross out silent **e** in one of them: **mop**, **tobacco**, **crack**, **wrap**, **dust**, **chores**. Mark all the other vowels either long or short.

3. Write **wrap** and cross out the silent letter.

4. Write the words that rhyme with: **sleep**, **scores**, **rust**, **labour**, **pop**, **airs**, **cap**, **room**.

5. Write the word that means:

a. belonging to them

b. person who lives near by

c. a vegetable with leaves folded into a head

6. Write the words with **ar**, **er**, or **or** in them. Say these words to yourself. Such words are often misspelled.

7. Write the five words that have double letters in them.

8. The letter **g** is hard in **go** and soft in **gentle**. Soft **g** sounds like **j**. Write **grease**, **cabbage**, **goldsmith**, and **germs**, and after each write whether the **g** is hard or soft.

9. Double the final consonant in **mop** and **wrap** and add **ing**.

10. Do not confuse **theirs** with its homonym **there's**. **There's** means **there is**. Write **theirs** and **there's**.

11. Write these words, filling in the missing letters: **cabb** — **ge**, **sw** — — **p**, **d** — **st**, **n** — — — — **bour**, **th** — — **rs**, **cra** — —, — **rap**, **m** — **p**, **toba** — — **o**, **ch** — — — **s**, **h** — **rn** — — —, **gro** — **ery**, **br** — — **m**.

## The Camp at Little River

Every summer the Welfare Association of Little River sent invitations to children living in the densely settled sections of a large city near by, to spend two months in the fresh air. They gave each one a railroad ticket, good, plain food to eat, country milk to drink, and a sandy beach to play on.

The Welfare Association was run by a bachelor, who was the giver of most of its funds. One June the two main camp buildings burned. The association called upon the schoolboys for help. Since there were no vacant houses in town, new camp buildings and play halls had to be put up before the city children arrived.

Perhaps his objectives were not only to get new buildings but also to get the whole town interested in the welfare of the children and to raise more money. At any rate, not only all the boys, but their fathers and uncles as well, turned out to help. Everyone who knew how to use a hammer or a spade arrived at the camp grounds. In two weeks a wonderful improvement had taken place, and the town talked of nothing but opening its camp on time. Little River had suddenly found the Welfare Association very important.

camp	ticket	densely	invitations
giver	vacant	bachelor	association
spade	welfare	objectives	improvement
		halls	



## Know Your Words

1. Write **social**. Drop the **al**. What is left, **soci**, is the chief part of a Latin word meaning **friend** or **pal**. Add **ety** to form **society** and **able** to form **sociable**. Put **as** before **soci** and add **ate**. What do you get?

2. Write **bachelor's objectives**. The **'s** shows possession—that is, it tells whose objectives, or aims or purposes, we mean.

3. Write the new words with the suffixes **tion**, **ly**, **ment**, and **tive**. Two of these words are plural. Be sure to end them with **s**.

4. Write the words that rhyme with **shade**, **calls**, **river**, **lamp**, **nation**, and the two words **kick it**.

5. Write the words ending with **er** and **or**. Say the words to yourself to see whether the endings sound alike. Check with your dictionary.

6. Alphabetize **invited**, **inviting**, and **invitations**, looking at the sixth letter in each.

7. Write a word ending with **y**, two with **nt**, and two with silent **e**. Mark the first vowel in each.

8. Write **vacant**, **camp**, and **objectives** and after each tell whether the **c** is hard or soft. Check with your dictionary.

9. Sometimes a word has two accents—a **primary** or stronger accent, and a **secondary** or weaker accent. Write in syllables the words having four or five syllables. Mark their primary and secondary accents.

10. Write these words, filling in the missing letters:  
— a — p, as — o — — — tion, we — f — — —, bach — lor,  
vac — nt, ob — e — tives, spad —, improv — ment,  
t — — — — t, giv — r, inv — tations, den — — ly, h — lls.





## A Bicycle Trip

One summer in Switzerland Peggy and I started on a bicycle trip. We left the lake early. Our plan was to have lunch at an inn near the French border, where Peggy's aunt was staying, and return in time for an evening engagement we had at the hotel.

Imagine our disappointment when we heard the inner tube of Peggy's rear tire blow out! Peggy gave each of the tires a hard kick to relieve her feelings. Then we sat down to discuss our unhappy situation. Should we walk back and send a telegram to Peggy's aunt?

"If we were only in Canada," I said, "we could catch a ride or hail a bus."

"What do you mean? We'll thumb a ride right here," cried Peggy. "We'll wave at the next truck. We can ride with the driver and put our bikes in the back." Peggy waved her red sweater at the next truck and explained to the old Frenchman in neat blue overalls what we wanted to do. Talking with him was good practice, and we became well acquainted with him before the journey was over.

tube	tires	unhappy	mean
plan	inner	overalls	engagement
wave	driver	practice	disappointment
		telegram	

## Know Your Words



1. Write the words with the prefixes **dis** and **un**.
2. Write two words ending with **er** and two with **ment**.
3. Double the **n** in **plan** and add **ed** and **ing**.
4. Write four words containing double letters.
5. Write **over** and **all** as one word and add **s**.
6. Write **practice**, **telegram**, and **engagement**. Above each **c** and **g** write **h** for hard or **s** for soft.
7. Write **Peggy's aunt**, using **'s** to show possession.
8. Write the word that means part of a tire.
9. Write the **antonyms**, or opposites, of **joyful** and **outer**.
10. Drop the **e** in **wave** and add **ing**.
11. Write the word that rhymes with: **cave**, **thinner**, **seen**, **cube**, **wires**, **man**, **diver**.
12. Make a list of words in the story that are homonyms of other words in common use. There are more than a dozen. Find at least six.
13. Write the word that means either **unkind** or **have in mind**.
14. Write these words, filling in the missing letters:  
t — — —, tel — gram, — nhappy, di — a — — ointment,  
pl — n, i — — er, pra — ti — —, — ngag — ment, m — — n,  
w — v —, dr — ver, over — — — s.



## Terms in Arithmetic

Perhaps you think arithmetic the hardest of your various studies. A knowledge of how to spell and to use the arithmetic terms is a help in doing problems. Practise writing these words.

Can you spell the common abbreviations used in arithmetic, such as "sq. mi.", "ft.", "hr.", and "min."?

Can you write the words for all the numbers from one to one hundred? When you get into the twenties, be sure to start using a hyphen. Every two-part number from twenty-one to ninety-nine has a hyphen.

In multiplication, we multiply a number by its multiplier. If we wish to multiply eighty by eleven, then eleven is the multiplier. Do you know that you can multiply any number by ten simply by putting a zero at the end of it? If we wish to take ten per cent of a number, we put a decimal point between the last two figures.

In subtraction, the number taken away from another is the subtrahend. If we are subtracting eighty from ninety, eighty is the subtrahend. Do you understand the use of the term, "borrow one", in subtraction?

Can you write the terms used in addition and division?

various	eleven	multiply	twenty-one
zero	borrow	per cent	subtracting
eighty	studies	subtrahend	multiplication
ft.			

## Know Your Words

1. Write **multiply**, **study**, and **eighty**. Change each *y* to *i* and add *es*. *In most cases y is changed to i before a suffix, if a consonant comes before the y.*

2. Write the words for **0**, **11**, **21**, **80**.

3. Write **subtract**. Add the suffixes *s*, *ing*, *ed*, *ion* to make **subtracts**, **subtracting**, **subtracted**, **subtraction**. Drop the *ct* of **subtract** and add *hend* to make **subtrahend**.

4. Write these words and mark the vowels called for: **o** in **zero**, the second **e** in **per cent**.

5. Write the two words this sign stands for: **%**.

6. Write the word with a hyphen in it. What numbers need a hyphen? Write the word for **39**.

7. Write the antonym of **lend**.

8. Write the words that rhyme with **seven**, **weighty**, **muddies**, and **sorrow**.

9. Write the word that ends with **tion**.

10. Write **eighty**. Beside **eighty** write its first vowel sound. Write **multiplication** and mark the vowel with the same sound as *ei* in **eighty**. Check with your dictionary.

11. Write in syllables **borrow** and **subtrahend**. Put the accent mark in **borrow**. Check each word with your dictionary.

12. Alphabetize the seven words beginning with *m*, *e*, and *s*. You will need to look as far as the eighth letter. Explain why.

13. Write these words, filling in the missing letters:  
*z — r —*, *per — ent*, *b — — — ow*, *el — ven*, *mult — ply*,  
*— — ghty*, *v — r — — — s*, *t — — — ty-one*, *subtra — — ing*,  
*subtra — — nd*, *mult — pl — cation*, *stud — — —*.

## Some Review Words

pavement	lose	disappointment
shouldn't	worse	brake
neighbour	eighty	carries
association	mixed	practice
telegram	theirs	grocery
improvement	densely	unless
engagement		invitations
torn	map	objectives
various	tires	vacant
ticket	borrow	subtrahend
chores	edge	wound
pail	wrap	mean

## For Dictation

One week-end eleven of us received invitations to visit a camp twenty-one miles away. Our driver was a neighbour who does chores at the camp. He helped us build huge bonfires and gave us a pail of cider and a big bag of doughnuts for the party.

The other day a telegram came to our house from Uncle Jim. Uncle Jim is a bachelor and always has plans for our welfare and improvement. This time he had tickets for a fine play.

## Know Your Review Words

1. Write the Review Words which are homonyms of **pale, rap, there's, break**. Write a sentence using these and your Review Words correctly.

2. Make small words from: **pavement, improvement, engagement, eighty, mixed, densely, unless**.

3. Write the contraction for **should not**.

4. Write the words in the column at the left. From the words beside each, write its antonym.

worse	sad	better	well
lose	win	run	have
vacant	occupied	empty	full

5. Alphabetize the following words: **various, telegram, wound, shouldn't, vacant, ticket, worse, tires, theirs, wrap**. Check your dictionary to make sure you have put these in correct alphabetical order.

6. Make new words by:

- dropping the **e** in **lose** and adding **ing**.
- changing the **d** in **mixed** to **s**.
- adding **ed** to **wound**.
- adding **t** to **mean**.

7. Mark the accent in each word: **ticket, engagement, borrow, eighty**. Check each word with your dictionary.

8. There are two words in your Review List which are terms in arithmetic. Write them.

9. Write two words with the suffix which has the sound of **shun (tion)**.

10. Draw a line through the silent **e** in each of these words: **pavement, chores, lose, practice, edge**.



## Entertainment, Then and Now

From early times man has enjoyed some sort of entertainment after his day's work. Probably the earliest form was listening to a story-teller around a campfire after a feast.

We know that six hundred years before Christ, the Greeks had theatres in the open air where plays were given on a sort of stage, following religious worship. The Romans gave elaborate circuses for the amusement of the people. The nobles of the Middle Ages were entertained by wandering minstrels and often by a tournament or a pageant.

Boys and girls of today may enjoy the circus, with animals trained to do stunts, a tall man, a dwarf, a fat lady, a very polite clown, and a clown full of mischief! People may attend the opera, in which the players are colourfully dressed and the chorus dances and sings in interesting costumes.

The inventions of science have brought within the reach of all three great forms of entertainment—the motion picture, the radio, and television. Now nearly everyone can hear great orchestra music without leaving his own home, and many can see movies there too.

opera	stunts	science	orchestra
dwarf	nobles	worship	stage
players	chorus	pageant	entertainment
		leaving	



## Know Your Words



1. The plural of **dwarf** is **dwarfs**. But the plurals of **calf** and **life** are **calves** and **lives**. Write these words.

2. Write the two words with **ch** in them. After each word write the one letter which **ch** sounds like, and check with your dictionary.

3. Add **s** to form the plural of: **opera**, **noble**, **science**, **stunt**, **orchestra**, **pageant**, **player**, **stage**, **entertainment**.

4. Add **es** to form the plural of **chorus** and **class**.

5. Double the **p** in **worship** and make new words by adding **ed** and **ing**.

6. Write the words with the suffixes **ment**, **ing**, and **ers**.

7. Write **pageant** and say it to yourself. After the word tell whether the **g** is hard or soft. Check with your dictionary.

8. Write one word with **ar** in it, three words with **er**, and three words with **or**. Does **or** sound alike in all three words?

9. Write **science**, **nobles**, **stage**, and **stunts** and mark these long or short vowels: **i** in **science**, **o** in **nobles**, **a** in **stage**, and **u** in **stunts**.

10. Drop the suffix **ment** from **entertainment** to form **entertain**. Now add **ed**, **er**, **ing**, and **s**. What new words do you get?

11. Write these words, filling in the missing letters: **w — rship**, **op — — —**, **nob — — s**, **sta — —**, **s — — — nce**, **or — — est — —**, **entert — — — — ent**, **pla — ers**, **— — or — s**, **l — — ving**, **pa — — — nt**, **dw — rf**, **st — nts**.



## Colonial Shipping

Anyone looking today at the rocky shores of Nova Scotia can understand why, two hundred years ago, the men of nearly every settlement along the coast turned mostly to the sea for their living, instead of to the soil. The great variety of fish in the sea that could be caught by hook or net helped to make the fishing industry a simple and natural development.

By about 1750 commerce with England and with other parts of our continent had gone forward by leaps and bounds. A dangerous whaling voyage would sharpen the wits of any sailor, and visits to foreign lands provided excitement for a long time.

The sailing ships were made just the right width and length for the greatest speed. They had plenty of space to carry fish, flour, and other articles to England and to bring manufactured goods home. Fish were shipped to the West Indies, also, and the ships returned with great cargoes of sugar and with molasses for making rum. Ships began carrying passengers from seaport to seaport along our coast.

mostly	space	seaport	commerce
flour	simple	sharpen	excitement
speed	hook	forward	continent
living			

## Know Your Words



1. Write the new word that means:  
a. rapid movement                      b. trade
2. Write the word that begins with **ex**.
3. Alphabetize the five words beginning with **s**.
4. Write the compound word with **port** in it.
5. Make a new word by adding the suffix **ment** to **excite**.
6. Add **en** to **sharp** to make **sharpen**. Add **er** to **sharpen** to make **sharpen**er. Add **er** and **est** to **sharp** to make **sharper** and **sharpest**.
7. Write the words with **ee**, **oo**, and **mm** in them.
8. Write the three words ending with silent **e**.
9. Write **continent**, **mostly**, and **space** and mark the first vowel in each long or short.
10. Write two words with **ar** in them, two with **or**, one with **er**, and one with **our**.
11. Write in syllables the seven words of two syllables and put the accent mark in each. Do the same for the two words of three syllables. Check the division of each word with your dictionary.
12. Write these words, filling in the missing letters:  
**sp** — — **d**, **simp** — —, **spa** — **e**, **h** — — **k**, **co** — — **er** — **e**,  
**cont** — **n** — **nt**, **fo** — **ward**, **most** — —, **e** — — **it** — **ment**,  
**fl** — — **r**, **s** — — **p** — — **t**, — — — — **pen**.



## Smallpox

One hundred and fifty years ago an English doctor, settled in his office with his certificate hanging on his wall, would have agreed with you that he really knew little about medicine. He might give advice on various diseases and resort to strange cures to relieve pain. However, he would certainly have declared that he was helpless against such dangerous diseases as smallpox and the "black death" which had swept over Europe in great waves, killing thousands. The rude medicine of those days had its defects.

Nowadays medicine still has some defects, but there has been tremendous development in the methods of preventing and controlling disease.

The earliest use of prevention in medicine was made in 1798 by Dr. Edward Jenner, who first tried vaccination to prevent smallpox. His great discovery came when he learned that English milkmaids who had had cowpox did not catch smallpox. Dr. Jenner began to vaccinate people with cowpox and found that they did not get smallpox. Today, owing to vaccination, smallpox has been almost wiped out.

pain



advice

settled

rude

swept

resort

defects

certificate

office

agreed

smallpox

declared

dangerous



development

## Know Your Words

1. Write these sentences, using either **sweep** or **swept** in each:

a. The wind \_\_\_\_\_ the street clean yesterday.

b. We must \_\_\_\_\_ the room after the party.

2. Write five new words beginning with **ad**, **de**, **re**.

3. Add **d** to **declare**, **settle**, and **agree** to make words in this week's list. Drop silent **e** in **declare** and **settle** and add **ing**. Add **ing** to **agree**.

4. Write the words with **ee**, **ff**, **ll**, and **tt** in them.

5. Write **pain** and after it put the vowel sound of **ai**.

6. Add the suffix **ment** to **develop** and **ous** to **danger**.

7. Write the word that rhymes with: **slept**, **main**, **price**, **assort**, **prepared**, **expects**, **succeed**, **food**.

8. Alphabetize the words beginning with **a**, **d**, **r**, **s**.

9. Write **certificate**. Above each **c** write its sound. Do the same for **defects** and **office**.

10. Write **certificate** and **development** in syllables and show the accent of each word.

11. Write the two words ending with **ice** and mark the long or short sound of **i** in each word.

12. Write four words containing **ar**, **er**, and **or**. Such words are most often mis-spelled when the vowel followed by **r** is in the last syllable. Among such words are **nicer**, page 16; **timber**, page 18; **pitcher**, page 20; **miner** and **hammer**, page 24; **cider**, page 28; **giver** and **bachelor**, page 34; **inner** and **driver**, page 36. Write these words.

13. Write these words, filling in the missing letters: **sw** — — —, **se** — — **led**, **devel** — — **ment**, **adv** — **e**, **a** — **r** — — **d**, **res** — **rt**, **defe** — **ts**, **sma** — — **p** — —, **c** — — **tificate**, **r** — **de**, **p** — — **n**, **o** — — **i** — —, **decl** — — — **d**, **danger** — — **s**.



## Responsible Government


The year 1837 is very important in the story of the growth of responsible government in Canada.

In that year there were organized rebellions in both Upper and Lower Canada, where the people of the two nations, English and French, had objections to the way in which they were governed. Some of them even insisted on their right to independence.

This led the British Parliament to inquire into the position in Canada. They were hoping to avoid bloodshed. They sent out as Governor-General a very able man, Lord Durham. When he returned to England, he wrote and signed a record of his study of Canada, known as the Durham Report, which solved the Canadian problem and helped to bring happiness to the Canadian people.

He had two main suggestions to make. The first was that Canada should be given "responsible government", which meant that she should be given the liberty to handle her own affairs as she wished. The second was that the people of Canada should join in a union which would in time result in the forming of a great nation.

It is upon his declaration of this idea of responsible government that the British Empire is now governed.

union	empire	governed	objections
nation	liberty	organized	hoping
record	parliament	 happiness	signed
	independence	declaration	



## Know Your Words

1. Some words have different pronunciations for different meanings. Find the two pronunciations of **record** in your dictionary. Write these sentences, showing the correct pronunciation of **record** in each (**rec'ord**, **record'**):

a. The secretary will **record** the speech.

b. You will find a **record** of the speech in the file.

2. Change **y** to **i** in **happy** and add **ness**.

3. Find **British Empire** with capital letters in the story. Now write **empire** with a small letter. Can you tell when this word is written with a capital and when it is written with a small letter?

4. Add **ed** to **govern** and **d** to **organize** to mean **did govern** and **did organize**.

5. Write three words ending with **tion** or **tions**.

6. Write **empire** and **umpire**. Say these words. Do not mix them.

7. Write the words beginning with **de**, **in**, **par**, **re**, **ob**.

8. Write the word that ends like **fence**. Notice that there are three **e's** in it.

9. Write in syllables **union**, **liberty**, **nation**, **empire**, **hoping**, and **happiness**, putting the accent in each. Mark the first vowel in each word. Check with your dictionary.

10. Write these words, filling in the missing letters:  
**lib** — — **ty**, **decl** — **ration**, **indep** **end** — **nce**,  
**p** — **rl** — — **ment**, **gove** — **ned**, **org** — **nized**, — **bjections**,  
**happ** — **ness**, **un** — — **n**, **re** — — **rd**, **na** — — — —,  
**emp** — — —, **si** — — **ed**, **ho** — **ing**.



*To the Teacher: Here is another week's work given in detail. You will secure more successful results if you follow this plan weekly.*



## Confederation

The idea of the confederation of the provinces of British North America, suggested by Lord Durham, became a fact in 1867.

In 1864 delegates from Upper and Lower Canada, the Maritime Provinces and Newfoundland met at a convention in Quebec to discuss this question. After considerable talk and many needed amendments, they drew up a list of resolutions as a basis for Confederation.

When their work was completed they returned to their various provinces and submitted them to their legislative bodies for approval. All the provinces except Prince Edward Island and Newfoundland finally agreed to accept the proposals.

In 1866 delegates went to London to discuss the details with the Colonial Office, and on July 1, 1867, the British North America Act came into effect.

The Act gave legislative and judicial power in Dominion matters to the Governor-General—whose appointment was still made by the Colonial Office—an appointed Senate and an elective House of Commons, all centred at Ottawa; while executive power over certain affairs was given to the provincial governments.

So by this Act, the citizens of Canada found their country united, and the Dominion of Canada with its own constitution and governing body, an established fact.

power	judicial	convention	legislative
united	provincial	amendments	constitution
citizens	executive	appointment	completed
	needed	confederation	

## Know Your Words

1. Write three words ending with **tion**, two with **tive**, two with **ment** or **ments**, and one with **al**.

2. Alphabetize the three words beginning with **con**. You will need to look at the fourth letter of each.

3. Write the words beginning with **pro** and **ex**.

4. Write the words that rhyme with **tower**, **invited**, **consecutive**, **heated**, **weeded**, **pleated**, **nation** and **official**.

5. Write **citizens** and **convention**. After each write **k** if the **c** is hard or **s** if the **c** is soft.

6. Write **united**. Now write another form of this word by dropping the **e** in **unite** and adding **ing**.

7. Write **British Constitution** and **United Nations**, using capitals. Now write **constitution** and **united** with small letters and find them this way in the story. When are these words written with capitals?

8. Write the three words that refer to the three main branches of our government.

9. Write these words in syllables: **power**, **citizens**, **amendments**, **appointment**, **provincial**.

10. Write these words, filling in the missing hard parts: **po — — —**, **cons — — —ution**, **cit — — — ns**, **conven — ion**, **a — endments**, **a — — — — ntment**, **un — — ed**, **ex — — utive**, **leg — slative**, **confed — ration**, **judi — — — —**, **pr — vinc — — l**, **n — — ded**, **compl — ted**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Water \_\_\_\_\_ was used at first in mills.
2. The firemen in our town are attending a firemen's \_\_\_\_\_.
3. One \_\_\_\_\_ of Indian tribes was called the Six Nations.
4. His \_\_\_\_\_ at the bank is for two o'clock today.
5. He could work hard because he had a strong \_\_\_\_\_.
6. Certain powers were given to the \_\_\_\_\_ governments.
7. All \_\_\_\_\_ who have the right to vote should do so.
8. Women were given the vote by one of the later \_\_\_\_\_.
9. Many nations \_\_\_\_\_ to defeat a powerful enemy.
10. In our \_\_\_\_\_ branch we have the Senate and the House of Commons.
11. An \_\_\_\_\_ of the company signed the contract.
12. The \_\_\_\_\_ opinion was read in court.
13. The house \_\_\_\_\_ a coat of paint.
14. The painters \_\_\_\_\_ their work today.

2. Cross out the words you missed and write them correctly.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
2. Review the words you missed last week. You wrote them in your Word Book.
3. Your teacher may ask you to learn some of your extra words or some of your own words.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.
2. Write the words you missed last week. If you learned any other words, write them, too.
3. Write the words you missed today in your Word Book. Spell them correctly.

*Note to the teacher: This is the time to give your pupils the half-year review test. Choose twenty-five words and give them to your pupils in completion sentences. Pupils should write the words missed in this test in their Word Books and review them, using the same procedures as used after the weekly tests. In preparing your test you will find helpful the material on pages 56 and 57.*



## Writing an Essay

Suppose you were asked to write an essay on a topic of your own choosing. What would you do? Here is a good plan to follow:

1. Commence by choosing a topic, like national defence or how cities are lighted, on which you think you can find material easily. Go to a library to find articles on your topic in current magazines. The librarian will show you how to use the *Reader's Guide*. Ask for reference books and other books that deal with your subject.

2. When you read a book or an article, write down the title and the name of the author. As you read, make some notes—that is, write down brief statements of the main facts.

3. Make an outline from the facts you have gathered. Put together the facts that belong in one unit. Each important point deserves an important position in the outline.

4. Now you are ready to write your essay. Write each paragraph as you planned it in your outline. See that all the words are properly spelled. Look in a dictionary if you are not sure. Give your essay an oral reading before handing it in.

unit	defence†	articles	properly
oral	essay	current	commence
main	author	position	paragraph
	dictionary	lighted	

## Know Your Words

1. Write the words ending with **ly**, **tion**, **or**, **ent**, **ence**, and **ary**.

2. Write the words with **rr**, **ss**, and **mm** in them.

3. The words **main** and **mane** are homonyms. Write these sentences, using the right word in each:

a. \_\_\_\_\_ means leading or most important.

b. \_\_\_\_\_ means the hair on a horse's neck.

4. Write three words with **ar** in them, one with **er**, two with **or**, and one with **ur**. Say the words to yourself and mark the two words in which **or** and **er** sound just alike. Check with your dictionary.

5. Write the words ending with **al** and **le(s)**. These pairs of letters are sometimes confused.

6. Add **'s** to **author** to show possession. Write **author's** in this sentence, putting a question mark at the end: What is the \_\_\_\_\_ name?

7. Write the plural of **dictionary** by changing **y** to **i** and adding **es**. What rule does this follow?

8. Write the word in which **ph** sounds like **f**.

9. Write these words and mark the vowels called for: **u** in **unit**, **o** in **oral**, the first **a** in **paragraph**, the first **i** in **position**.

10. Write **main** and **essay**. Beside each word write the sound of **ai** or **ay**. Are these sounds alike?

11. Write the word that has two silent consonants.

12. Write these words, filling in the missing letters: **artic**—**s**, **auth**—**r**, **cu**—**—nt**, **co**—**—en—e**, **m**—**—n**, **po**—**—tion**, **prop**—**—**, **par**—**gra**—**—**, **e**—**—**, **defen**—**e**, **li**—**—ted**, **dict**—**—n—ry**, **un**—**t**, **—r—l**. Explain the probable reason for the hard spots in **article** and **defence**.

## Mid-Year Review

**hog**—Mr. Perry raised some corn to feed to his hog.

**provide**—Coal mines provide us with one kind of fuel.

**hardest**—The hardest test we have had this year was the one we had today.

**scissors**—Alice has sharp scissors for cutting out paper dolls.

**kettle**—Steam was beginning to come from the spout of the kettle.

**burnt**—Mr. Wells had burnt some old letters in the fireplace.

**pitcher**—It was such a hot day we drank the whole pitcher of lemonade.

**oatmeal**—The hot oatmeal tasted good on a cold morning.

**dip**—Why don't you dip your fingers in the water to see if it is warm enough?

**quietly**—Through the window we watched the snow as it quietly fell.

**unknown**—The name of the man who wrote this ancient poem is unknown.

**object**—What is the object of starting so early in the morning?

**shouldn't**—Jack shouldn't be late as often as he is.

**lose**—If you lose your carfare, you will have to walk home.

**beef**—The roast beef was served rare.

**grease**—Someone may slip if you do not wipe that grease from the floor.

**theirs**—These books are theirs, not yours.



**dust**—Thick dust had settled on the old clothes in the attic.

**invitations**—Ten invitations have been sent out for Joan's birthday party.

**vacant**—At the theatre the seat next to mine was vacant.

**practice**—Dr. Jones has a large and flourishing practice.

**disappointment**—It was a great disappointment to the class when they failed to win the attendance prize.

**zero**—There is one zero in the number 3607.

**borrow**—I let Jean borrow my umbrella.

**worship**—It was the custom of the ancient Romans to worship many gods.

**chorus**—We sang the chorus of the song, first loudly, then softly.

**simple**—The simple language of this story makes it easy to read.

**speed**—The speed of an airplane is faster now than it used to be.

**advice**—His teacher's advice was to review the spelling words he missed.

**development**—The latest development in science is the perfection of television.

**happiness**—Her happiness was great when her soldier son came home.

**Empire**—The flag of our Empire is the Union Jack.

**confederation**—One confederation of Indian tribes was called the Six Nations.

**united**—Many nations united to defeat a powerful enemy.



## Uncle Nathaniel's Visit

When Mother got the letter from Uncle Nathaniel, she swiftly turned the attic into a bedroom for him. She knew we would all love him and hoped that he would stay a long time.

The first night of his visit Trudy asked him what he did. Uncle Nat replied, "On my last job I was a janitor and ran an elevator. Shall I tell about it?"

Uncle Nat proved to be the most entertaining storyteller we had ever heard. He had been catcher on a baseball team. He had spent part of his life in China as a tea planter, and at various other times he had done a variety of other interesting odd things. Since he had worked in a furniture factory, he refinished our old dining-room table and polished it with wax till it shone like glass. Once he had been a fireman, just, he said laughingly, because he was a handy man with a hose.

His suitcase was filled with treasures—everything from an old pair of overshoes to a receipt for money he had paid for a worthless mine and several old-fashioned tablets of writing paper. He even had two table napkins that had belonged to his own uncle's family. Best of all, he had a curious old rifle (without any bullets).

wax	catcher	planter	elevator
hose	tablets	receipt	polished
handy	janitor	napkins	overshoes
	swiftly	rifle	

## Know Your Words



1. Write **catch**. Add **es**, **ing**, **er**. Write **caught**. **Caught** means **did catch**.

2. Write the compound word with **shoes** in it. Notice how the last three letters sound. There are several ways to spell this sound. Here are some of the words that rhyme with **shoes** but are spelled differently: **whose**, **choose**, **bruise**, **blues**, **crews**, **coos**, **ooze**, **dues**. Write them.

3. Make new words by adding **y** to **hand**, **ly** to **swift**, **er** to **plant**, and **ed** to **polish**.

4. Write four words with **er** and **or** in them. Look in your dictionary to see if these letters sound alike.

5. Write the word that has silent **p** in it. Cross out the **p**. Beside the word write the vowel sound of **ei**.

6. Write the word that rhymes with: **lax**, **nose**, **candy**, **trifle**.

7. Write the new word that means:

- |   |                  |                            |
|---|------------------|----------------------------|
| a. quickly                                | b. gun           | c. pills, or pads of paper |
| d. caretaker                              | e. skilled       | f. gum made by bees        |
| g. squares of cloth                       | h. a ball player |                            |
| i. a cage that carries people up and down |                  |                            |
| j. a rubber pipe, or stockings            |                  |                            |

8. Write these words, filling in the missing letters:  
**ho** — —, **jan** — **t** — **r**, **el** — **vat** — **r**, **rec** — — **pt**, **ca** — — — **er**,  
**wa** —, **pol** — — — **ed**, **sw** — **f** — **ly**, **pla** — **ter**, **tab** — — **ts**,  
**oversh** — — —, **na** — — **ins**, **han** — **y**, **ri** — — **e**.



## Life on the Prairie

In 1810 Mary Baines moved with her family to the Prairies. Though she was only eleven years old at the time, an examination of her neat little letters shows how hard Mary worked in that first poor little home on the prairie.

She wrote: "I was up early this morning to churn butter. I almost froze. My fingers were blue with cold. The lid wouldn't stay on, and I was splashed with cream."

Another time she said. "Wolves broke into our chicken coop last night. Father shot at them, but not before they made off with some of our best poultry."

In the fall of 1811 she told of making a quilt. "If I have cut out one patch," she wrote, "I have cut out a thousand. We have managed to scrape together a little money, because Mother preaches nothing but thrift all day long."

Later Mary tells us that her father caught two mink in his river traps. She was happy because "one skin will make me a cap and the other will go on my blue coat." Her mother had woven the material, and the blue dye had come from Fort Garry.

lid	coop	churn	neat
dye	quilt	thrift	poultry
mink	patch	wolves	prairie
	examination	froze	

## Know Your Words



1. Write the plural of **wolf** by changing the **f** to **v** and adding **es**.
2. Write the word that means a cover for a bed. Remember that in English words **q** is always followed by **u**. Alphabetize **quilt**, **quarter**, **question**, looking at the third letters.
3. Write the new word that means:
  - a. colouring matter
  - b. grassland without trees
  - c. to beat cream in order to make butter
  - d. a small furry animal
  - e. did freeze
  - f. the opposite of **wastefulness**
  - g. chickens, ducks, geese, etc.
4. Write the synonyms for **cover**, **pen**, and **test**.
5. Write **mink**, **lid**, **thrift**, **froze**, and **patch** and mark the long or short vowel in each.
6. Add **y** to **thrift** to make a word that means **saving**.
7. Write these sentences, using **dye** and **die**:
  - a. The fish will \_\_\_\_\_ if it is not kept in water.
  - b. Are you planning to \_\_\_\_\_ that dress black?
8. Write the words that rhyme with: **burn**, **built**, **hid**, **beat**, **stoop**, **sink**, **drift**, **goes**, **scratch**.
9. Write these words, filling in the missing letters:  
**pr** — — **r** — —, **pa** — — —, **p** — — **ltry**, — — **ilt**, **exam** — **nation**,  
**l** — **d**, **w** — **l** — — **s**, **d** — **e**, **ch** — **rn**, **n** — — **t**, **t** — — **ift**, **min** — ,  
**c** — — **p**, **fro** — — .




## Grandmother's Cookbook

I was reading Grandmother's cookbook not long ago and was surprised at the rich food they ate. It was not a printed book but a small, neat book written in a long, slanting hand. Its grammar was not always the best, but ways of speaking and writing change.

In it was a copy of many an oft-tried recipe. Cakes called for a dozen eggs and a pound of butter. Soup was to be made "smooth with heavy cream". If a measure was given, it was "heaping tablespoons", a "good cup", or "squares of butter to be added".

The first part of the cookbook contained recipes for making pickles—sweet pickles, sour pickles, watermelon pickles, and spiced fruits. Grandmother had written a note on one recipe: "Not too much celery seed next time. H.R. (Grandfather) doesn't like it." On another she said, "Almond is poison in H.R.'s stomach."

She had ways to bake cake flavoured with vanilla and to make pies. The deep-dish cherry pie sounded delicious. She had recipes for cooking venison, quail, and rabbit. One whole page was devoted to "how to fry chicken or geese in deep butter fat."

 grammar	soup	smooth	squares
fry	celery	vanilla	measure
sour	bake	pickles	added
	copy	geese	

## Know Your Words

1. Write the antonyms of **sweet** and **rough**.
2. Write **add**. Add **s**, **ed**, **ing**, **ition** to make **adds**, **added**, **adding**, **addition**. Add **al** to **addition** to make **additional**.
3. Write **measure**. Add the suffix **ment** to make **measurement**.
4. Change **y** to **i** in **fry** and **copy** and add **es** to make **fries** and **copies**.
5. Add **ing** to **fry**. Do not change **y** to **i** before **ing**.
6. Write **measure** and beside it the sound of **ea**.
7. Divide **celery**, **vanilla**, and **pickles** into syllables. Show the accent of each word.
8. Write the new words that mean:
  - a. more than one goose
  - b. a stringy vegetable
  - c. a flavouring used in cake
  - d. a figure or piece with four equal sides
  - e. foods preserved with salt or vinegar
9. Write the five words with double letters.
10. Write the words that rhyme with: **flour**, **why**, **cake**, **hoop**, **care**, **tickles**, **treasure**, **padded**, **poppy**, **soothe**, **cease**.
11. Write **Grandmother's cookbook**, using **'s** to show possession. Words used as names of people are **capitalized**, which means that they begin with capitals.
12. Write **grammar**. Pronounce it. Notice that the **ar** sounds like **er** in **hammer**. That is why the second **a** is the hard spot.
13. Write these words, filling in the missing letters:  
**m** — — **sure**, **sq** — — **r** — **s**, **s** — — **r**, **sm** — — **th**, **pi** — — — — **s**,  
**s** — — **p**, **ba** — —, **co** — —, **gramm** — **r**, **ce** — — **ry**, **fr** —,  
**v** — **ni** — — **a**, **a** — — **ed**, **g** — — — —.






## Modern Newspapers

Speed, speed, speed! This is the keynote of the modern newspaper. Every hour reporters rush out to get the facts, then rush back to the office to write their assignments. They must be altogether correct in every statement they make, and they must have a clear outline in mind so that those who read may understand. If there is any fact they do not know they must look it up in the file-index system of reference.

The advertisements are handled by the advertising department. Anyone wishing to insert an advertisement of goods for sale gets in touch with this department.

Another great department of a newspaper is the printing department. Here again speed is what counts. News is not news unless it gets to the public immediately. Imagine telling about today's fire next week! The type is prepared by an elaborate process and put on the press. These huge machines can print, cut, fold, and count the newspapers as they come out.

Last of all, trucks, trains, and airplanes speed the newspapers to the hands of the waiting public. Even the boy who peddles newspapers on the street has to hurry to get them sold before the next edition is out.

press	modern	statement	assignments
fold	outline	goods	newspapers
index	peddles	department	advertisement
imagine		altogether	

## Know Your Words

1. Write in syllables the word of four syllables that begins with **ad**. Put in the accent mark. Check with your dictionary. In writing, you may divide a word between any two syllables at the end of a line. Use a hyphen, like this: **ad-**, **adver-**, or **advertise-**. Remember to put the rest of the word on the next line. In printing, a long word is divided as near the middle as possible. Where, then, should the printed word **advertisement** be divided?

2. Write two compound words, using these four words: **papers**, **out**, **news**, and **line**.

3. Drop the suffix **ment** from four words. What does **advertise** mean? **assign**? **state**? **depart**?

4. Write the word with **ar** in it and the four words with **er**. Say them to yourself, listening to the sounds of **ar** and **er**.

5. Write the words beginning with **de** and **in**.

6. Write the two words ending with silent **e**. Cross out the **e**. Write the word with double **o**.

7. Alphabetize the four words beginning with **a** and **f**.

8. Write the antonym of **ancient**.

9. Write the words that rhyme with **mess**, **woods**, **refinements**, **sold**, and **meddles**.

10. Write these words and mark the long or short vowels called for: **a** in **statement**, the first **e** in **peddles**, **i** in **index** and **outline**, **o** in **fold** and **modern**.

11. Write these words, filling in the missing letters: **dep** — **rtment**, **n** — — **spa** — **ers**, **adverti** — — **ment**, **ind** — —, **a** — — **i** — — **ment**, **stat** — **ment**, **i** — **agin** —, **fo** — **d**, **mo** — — — **n**, **pe** — — — — **s**, **a** — **tog** — **ther**, **o** — **tli** — —, **g** — — **ds**.



## Jumping Buttons

“Buttons” was a small horse, rust brown in colour, lively and full of spirit. Once he was out of the stable, he would switch his tail and lay back his ears if anyone tried to hitch him to a post and leave him there. When his saddle and bridle were on, he was anxious for that first wild run.

One summer the owner of Buttons decided to train him for hunting, and this meant he had to master all the difficulties of jumping. That was when I got acquainted with Buttons. The owner’s plan was to let me ride Buttons and thus to train us both. I think Buttons understood, because he teased me from the start.

Early one morning we rode our ponies out to the ring. Buttons tossed his head and tried to refuse the lower jumps, but I rode with a determined hand. He was rapidly approaching a two-foot jump when, midway, he stopped dead. I was thrown neatly over his head and landed on my feet, still holding a strap.

Poor Buttons! Nothing could prevent the lessons from continuing. I mounted and tried again. By fall Buttons had learned to jump.

lower	bridle	teased	rapidly
acquainted	switch	thrown	prevent
hitch	saddle	midway	understood
	difficulties	ponies	

## Know Your Words



1. Most words have two or more meanings. Write the word that means:

- a. to move from side to side quickly, or to turn from one track to another
- b. part of a horse's harness, or to control
- c. to make fast, or a difficulty

2. Write a compound word, using the words **way** and **mid**.

3. Write the words containing **dd**, **ff**, and **oo**.

4. Use the rule about changing **y** to **i** before a suffix and make the singular of **ponies** and **difficulties**.

5. Alphabetize the new words in this lesson.

6. Make new words by adding **n** to **throw**, **d** to **tease**, and **ly** to **rapid**.

7. Write the word that rhymes with: **grown**, **painted**, **pleased**, **cement**, **straddle**. Write the two words that rhyme with each other.

8. Write the word in this lesson that has a homonym in common use that rhymes with **bone**. Write the word in this lesson that is a homonym of a word meaning of a **bride**.

9. Write the words beginning with **pre** and **under**.

10. Write these words, filling in the missing letters:  
sa — — — —, swi — — — —, l — — er, underst — — d, rap — dly,  
thro — — —, hi — — — —, p — — vent, a — — uainted, t — — s — d,  
di — — — — cult — — s, m — dwa —, pon — — s, brid — —.



## Who Was “Major C”?

“Major C” is my favourite mystery. I picked him up in a tiny, dark shop in New Orleans, and now he hangs on the wall above my desk. I have no idea who he is, for he is only a small miniature, painted in colours that are still bright.

On the back of the little picture are written merely the words “Major C”.

That is all I know about him—or is it? His blue uniform suggests to which side he made his pledge in the War Between the States. I know his rank. He must have been a success as a major, because he was the holder of a military decoration, which is painted on his breast.

In his hand is a long sword with a hilt of gold, and how clean and shining the blade is! “Major C” was young when this miniature was painted. There is a frank, boyish smile on his handsome face. I can almost see him give the signal to his drummer boy to begin the rat-tat-tat on his drum.

I wish I knew how to get in touch with his family and return him to his heirs. He’d be worth a lot to them—but think how I’d miss “Major C”.

rank	blade	signal	success
drum	major	pledge	military
smile	worth	holder	miniature
	decoration	touch	

## Know Your Words

1. Write the words ending with the suffixes **ary**, **tion**, **ture**, **al**, **er**, and **or**.

2. Write the word beginning with **de**.

3. Write the word that rhymes with: **folder**, **drank**, **sledge**, **made**, **while**, **possess**, **sum**, **such**.

4. Write the word with both **cc** and **ss** in it. Mark the sound of **e** and of each of the two **c**'s.

5. Drop silent **e** in **pledge** and **smile** and add **ing**.

6. Alphabetize the new words in this lesson.

7. Write the six words of one syllable.

Write **miniature** and **military** and divide each into four syllables. Check with your dictionary.

Write in syllables **signal**, **success**, and **holder** and mark the accent in each.

8. Write the words that may mean either:

a. an army officer, or a kind of key in music

b. a leaf of grass, or the cutting part of a sword

9. Write these words and mark the vowel sounds called for: **a** in **rank** and **blade**, **e** in **pledge**, **i** in **smile** and **signal**, **o** in **holder**, **u** in **drum**.

10. Write **major's sword**, using **'s** to show possession. Now write **Major Brown**, using a capital for **Major** because it is part of a name.

11. **Heirs**, in the story on page 68, isn't used often enough to be a spelling word. Look it up in a larger dictionary. It is a homonym of **airs**.

12. Write these words, filling in the missing letters: **mil - tary**, **d - - m**, **su - - ess**, **pl - - - e**, **w - - th**, **ran -**, **dec - ration**, **smi - -**, **ma - - r**, **hol - er**, **min - - ture**, **sign - -**, **bla - -**, **t - - ch**.

## Some Review Words

janitor	dictionary	thrift	elevator
dye	receipt	measure	position
grammar	examination	articles	prairie
altogether	smooth	polished	added
defence	statement	current	newspapers
imagine	thrown	acquainted	
difficulties	swiftly	assignments	
pickles	rapidly	froze	
prevent	commence	index	
rifle	advertisement		

## For Dictation

One day mother asked our friend, the major, for dinner. She made his favourite celery soup, baked a vanilla pudding and served watermelon pickles. There was a smile on the major's face when he sat down at the table. Mother said that smile was worth all her work.

A year ago Mary Smith went to live on the prairie. She rapidly became acquainted and now cannot imagine living anywhere else. She would miss the ponies and the fun altogether!



## Know Your Review Words

1. Write the antonym for each of these words: **slowly, rough, melted, subtracted, end.**

2. Write these sentences selecting the correct word in each instance:

a. Did you (**dye, die**) your dress red?

b. If her dog were to (**dye, die**), Patsy would be be very unhappy.

c. The (**currant, current**) magazine is on the rack.

d. Mother baked a lovely (**currant, current**) pie for Johnny's picnic lunch.

3. Write the plural of **receipt, dictionary, index.**

4. Write the singular of **difficulties, newspapers, assignments, articles.**

5. From these words drop the necessary letters, and add **ing**: **imagine, thrown, acquainted, add.**

6. Above each **c** in these words write its sound: **defence, dictionary, receipt, articles, current, commence.**

7. Draw a circle around the suffix in each word: **janitor, examination, swiftly, advertisement.**

8. Divide these words into syllables: **grammar, altogether, imagine, measure, polished, index.** Check with your dictionary.

9. Match the meanings below with words from your Review List:

a. a gun

b. the rules for using a language correctly.

c. lift for passengers; building for storing grain

d. careful spending

e. particular task

10. Draw a line through the words having double consonants: **grammar, smooth, difficulties, added, goods, beech, assignments.**



## Clean-up Time

The Civic Welfare League announced in the local paper that a distinguished visitor was to choose a model town from among the communities in the district.

Naturally, Broadriver wanted to be selected, the article went on to say. Its climate was perfect. So was its natural setting, with its position on both banks of the river, such as no other town could equal. No other town had such graceful bridges. But the town should be cleaner. (People who threw trash from cars should be taken to court.) The regular force of men was unable to handle the situation without help. The league suggested that boys and girls assist in clearing away dirt and rubbish that attracted flies. If piles and bundles were placed by the nearest street or alley, trucks would pick them up.

The article appealed to the civic pride of the grown-ups as well as of the young people. It urged the men to paint their houses, at least the screen doors and porches, and it asked each woman to work on her lawn.

The campaign waged by the Civic Welfare League was a success. In six weeks Broadriver was cleaned and beautified and was actually chosen as the model town.

alley	trash	court	rubbish
civic	unable	setting	visitor
climate	league	cleaner	flies
	communities		lawn

## Know Your Words



1. Write the word with the prefix **un**. How does **un** change the meaning of **able**? Of **happy**? Of **expected**?
2. Change **y** to **i** in **community** and add **es**.
3. Double the **t** in **set** and add **ing**.
4. Write the four words with double letters in them.
5. Write the words containing these smaller words:  
**visit, clean.**
6. Write two words in which **ea** sounds like **ē**. Write a word in which **ou** sounds like **ō**.
7. Add **er** to **clean** and **or** to **visit**. Do **er** and **or** sound alike or different? Check with your dictionary.
8. Write the word that could be spelled backwards and still be right.
9. Alphabetize the five words beginning with **c**.
10. Write the word that rhymes with: **crash, valley, meaner, letting, fort, dawn, eyes, table.**
11. Write **civic** and tell if each **c** is hard or soft.
12. Write **league**. Beside it write whether the **g** is hard or soft. Soft **g** sounds like **j**. Cross out the silent letters.
13. Write these words, filling in the missing letters:  
**se — — ing, clim — — —, vis — tor, fl — — s, ru — — ish,**  
**a — — — y, c — — rt, — nab — —, tra — h, cl — — ner,**  
**l — — n, — iv — c, co — — un — t — — s, leag — —.** Tell why the hard spots are hard in **league, court, and climate.**



## At a South African Port

Leaning against the rail of the freight ship, Linda looked down at the dock. She was the only idle human being in view. Her father paced the deck and gave orders in his loud voice, while the sailors ran to and fro to obey their captain. Shipping interested Linda, and she accompanied her father on most of his trips.

Even at dawn the heat was intense. When the ship had arrived at this South African port three days before, the first task had been to remove the cargo. For forty-eight hours the tough job of unloading machinery had gone on night and day. Now she was loaded with the ore from which many useful things would be made.

The ship was to leave as soon as a small leak had been mended. Linda could hear the engines beginning to pound. She saw a banner of white steam float across the rosy sky. At last all was ready. The freight ship moved slowly away from her dock. White sandy beaches grew smaller. Only the deep blue sky overhead and the blue water around her remained. The beat of the engines would be music in Linda's ears on the long voyage home.

<b>ore</b>	<b>leak</b>	<b>steam</b>	<b>sailors</b>
<b>float</b>	<b>view</b>	<b>voyage</b>	<b>shipping</b>
<b>idle</b>	<b>dawn</b>	<b>banner</b>	<b>heat</b>
	<b>tough</b>	<b>remove</b>	

## Know Your Words

1. Write these sentences, using the homonyms, **leak** and **leek**, **ore** and **oar**:

- The \_\_\_\_\_ is a vegetable.
- The \_\_\_\_\_ in the roof must be fixed.
- The men took \_\_\_\_\_ from the mine.
- The boy steered the boat with one \_\_\_\_\_.

2. Double the final consonant in **ship** and add **ing**.  
Drop the silent **e** in **remove** and add **ing**.

3. Write the word in which **gh** sounds like **f**.

4. Write the word with the prefix **re**.

5. Write these words and after each write the long or short vowel sound called for:

- ou** in **tough**
- ea** in **leak**, **heat**, and **steam**
- iew** in **view**
- ai** in **sailors**
- oa** in **float**

6. Write the synonyms for **journey**, **warmth**, and **flag**. Write the antonyms for **busy** and **cold**.

7. Write **banner** and **sailors**. Do the **er** and **or** sound alike or different? Check with your dictionary.

8. Write the word that rhymes with: **lawn**, **cream**, **bridle**, **prove**, **rough**, **more**, **speak**, **manner**, **boat**, **ripping**, **meat**.

9. Write the one syllable words with **w** in them.

10. Write the six two-syllable words in syllables and show the accent of each.

11. Write the word in which **gh** has the sound of **f**.

12. Write these words, filling in the missing letters:  
**sail** — **rs**, **shi** — — **ing**, **st** — — **m**, **t** — — — —, **l** — — — —,  
**ba** — — — — **r**, **remo** — — — —, **o** — — — —, **vo** — — **age**, **h** — — — — **t**, **v** — — — —,  
**d** — — — — **n**, **id** — — — —, **fl** — — — — **t**.



## After the Crash

Jim and his co-pilot, Bob, crawled out of the ruined plane. Jim was not hurt and Bob had nothing worse than a sore thumb. The men found themselves in hilly, wooded country near the eastern coast of New Brunswick. It was dark, cold and windy, and the ground was covered with icy snow. By flashlight they followed a trail through the woods, stumbling over roots and stones.

Before long they came to a deserted log cabin. "Well, this is rented for the night, and we won't freeze in spite of the icy weather," laughed Jim, trying the locked door. He found a ladder in the woodshed, and they climbed in a window.

The cabin was damp inside, but it had a stove with an oven. Bob soon had a fire going and could remove his jacket. The sleeves were stiff with ice and the buttons seemed frozen. Bob searched the cupboard for food and found a box of crackers and some coffee. Jim filled a pan with snow. "When this melts," he said, "I'm going to make some coffee."

After a comfortable night the men left pay for the food they had taken and hiked to a near-by town, where they reported the accident by telephone.

icy	roots	jacket	oven
hilly	melts	ladder	eastern
damp	windy	rented	flashlight
	freeze	buttons	



## Know Your Words




1. Add **y** to **hill** and **wind** to make two new words. Drop the silent **e** in **ice** and add **y**.
2. Write a compound word with **light** in it.
3. Add **s** to form the plural of: **root**, **button**, **oven**, **jacket**, **ladder**, and **flashlight**.
4. Write the antonym of: **freezes**, **melt**, **calm**, **dry**, **western**.
5. Add **ed** to **rent** to mean **did rent**.
6. Write the new word that means:  
a. like ice      b. a short coat      c. in the east
7. Write **Bob's jacket**, using **'s** to show possession.
8. Add **ern** to **east**, **west**, **north**, and **south**. Make four compound words out of **east**, **west**, **north**, and **south**. What do these words mean?
9. Alphabetize **flashlight**, **flash**, **flashes**, **flashed**, and **flashing**. Look as far as the seventh letter.
10. Write four words with double letters in them.
11. Write the word that rhymes with: **clamp**, **racket**, **chilly**, **belts**, **sadder**, **spicy**, **bees**, **boots**, **invented**, **gluttons**.
12. Write these words and mark a long or short **i** in each: **hilly**, **icy**, **windy**, **flashlight**.
13. Write these words, filling in the missing letters:  
**m — lts**,    **wind —**,    **ja — — et**,    **b — tt — ns**,    **da — —**,  
**flashli — — —**,    **east — — n**,    **la — — er**,    **r — nted**,    **i — —**,  
**fr — — — e**,    **ov — n**,    **r — — ts**,    **hi — — y**.



## Pyramids and Mummies

Once the Egyptian pyramids presented an interesting puzzle. This puzzle was solved some time ago. It is now known that they were built as tombs to keep secure the mummies, or dead bodies, of kings. The pyramids, constructed altogether of stone, probably by slave labour, are among the oldest existing buildings in the world. Older than any castles or forts or churches or temples of Europe or of America, they date back nearly five thousand years.

Quite as interesting as the great tomb itself is the mummy which was hidden inside in a secret room. The Egyptians believed that physical life went on after death and that the body should, therefore, be preserved. They discovered a wonderful treatment, which took about ten weeks' time. After the body was prepared, it was neatly wrapped in strips of linen cloth, which were like a bandage. The mummy was then arranged in a painted wooden case and placed in its tomb. Food, clothing, jewels, and toilet articles were buried with the bodies to insure their physical comfort. Nowadays mummies of animals, as well as of people, can be seen in many a museum.

labour†	neatly	secure	physical
itself	puzzle	museum	arranged
case	jewels	temples	treatment
	 nowadays		bandage

## Know Your Words

1. Write these plural words: **temples**, **jewels**. Make each word singular by crossing off the **s**.
2. Make new words by dropping these suffixes:
  - a. **ly** from **neatly**
  - b. **d** from **arranged**
  - c. **age** from **bandage**
  - d. **ment** from **treatment**
3. Write the words containing **rr** and **zz**.
4. Write the words ending with **al**, **se**, and **le**.
5. Write the word ending with **our**. Look in your dictionary to see how this **our** sounds.
6. Write the word made of **self** and **it**.
7. Write the word that begins with **mu** and ends with **um**.
8. Write the compound word with **days** and **now** in it.
9. Write two words with **ea** in them. After each write the vowel sound of **ea**.
10. Write the word that rhymes with: **muzzle**, **place**, **endure**, **exchanged**.
11. Write the word in which **ph** sounds like **f**.
12. Write **bandage** and after it the sound of **g**.
13. Write these words in syllables and mark the accent in each: **labour**, **jewels**, **temples**, **museum**, **itself**. Mark the sounds of the two vowels in **itself**.
14. Drop the silent **e** in **secure** and add **ing** and **ity** to make **securing** and **security**.
15. Write the word in which **ew** has the sound of **ōō**.
16. Write these words, filling in the missing letters:  
**s — cure**, **lab — — r**, **its — — —**, **ar — anged**, **j — — — ls**,  
**puzz — —**, **tr — — — ment**, **temp — — s**, **no — ada — —**,  
**band — ge**, **ca — —**, **ph — — — cal**, **mus — — m**, **n — — tly**.  
Explain the hard spot in **labour**.



## Volleyball Championship

May 13

Dear Barbara:

I must tell you the news at once. We won the volleyball championship. Six schools competed, and we came out highest. Volleyball is a great sport!

The final game was played yesterday. I'll tell you a secret—I almost made our team lose the championship! I was jealous of the girl who was elected captain, and I was satisfied not to play my best. At the end of the first half, they really began to whip us; the score was 8-4. Our monitor said to me, "You ought to be in kindergarten playing croquet!" Then I realized what a poor sport I had been. I told our coach I was sorry, and she said, "Everybody makes mistakes." When the game started again, let me tell you, I played hard. As the clock began to strike four I knew the championship was safe.

Mother showed me a picture of her school volleyball team. They wore bloomers and looked very silly indeed.

As ever, Joan

safe	strike	monitor	volleyball
sport	highest	mistakes	kindergarten
silly	jealous	bloomers	championship
	whip	satisfied	

## Know Your Words



1. Add **er** and **est** to **high** to make **higher** and **highest**. Add **r**, **st**, and **ty** to **safe** to make **safer**, **safest**, and **safety**. Change **y** to **i** in **silly** and add **er** and **est** to make **sillier** and **silliest**.

2. Change **y** to **i** in **satisfy** and add **ed** to make **satisfied**.

3. Write the word with one double **l** and the word with two double **l**'s. Write the word with double **o** in it.

4. Write the word with the prefix **mis**. Write the word with the suffix **ship**.

5. Write **safe** and **sport** and mark each vowel sound. Cross out the silent **e**.

6. Write in syllables the word having four syllables of three letters each.

7. Alphabetize the words beginning with **s** and **m**. You will have to look at the third letter.

8. Write **jealous** and after it write the vowel sound of **ea**. Be sure to check with your dictionary.

9. Write two words with **er** and two with **or**. Underline the words in which these letters sound alike.

10. Write **whip**. Pronounce it. Sound the **wh** as in **whistle**.

11. Write these words, with all their letters: **mi - ta - -s**, **satisf - - -**, **s - - ly**, **sa - -**, **kindergar - en**, **sp - - t**, **j - - l - - s**, **hi - - - - -**, **vol - - yball**, **mon - t - r**, **w - ip**, **c - amp - - nship**, **stri - -**, **bl - - mers**.



## A Letter From the City

May seventeenth

Dear Bob:

I was glad to get your letter yesterday. You talked of coming to the city some day to make your fortune as a banker. Why not come now, but forget banking for a while? I can get you a job during the day if you want to work in the cafeteria with me. All you have to do is to work hard and be civil and friendly to the customers.

At night I do things that have more interest for me. Right now I am working in a music shop and learning a good deal about radios. Recently I repaired one nicely and put in the aerial by myself. I am learning how to tune pianos and to put varnish on violins so that it will harden properly. I am also teaching English to one of the men in the shop. Imagine my starting with the alphabet and working all the way up to the difference between a verb and a noun!

How is your mother? Is she still weaving those beautiful materials? I never see anything half so fine in the shops here. Do you still have your pet crow, and does he steal crumbs, seeds, berries, etc., as he used to?

Jim

etc.	civil	nicely	interest
verb	steal	aerial	cafeteria
crow	banking	harden	seventeenth
	alphabet	weaving	

## Know Your Words

1. Alphabetize the words beginning with **s** and **c**.
2. Start with **bank** and write **banks, banker, banked, banking**. Start with **alphabet** and write **alphabetical** and **alphabetize**. Build five new words on **seven**. What suffix have you added to make each word?
3. Add **en** to **hard**. Drop **e** in **weave** and add **ing**.
4. Write these sentences, using the homonyms **steal** and **steel** in the spaces:
  - a. The making of \_\_\_\_\_ is an important industry.
  - b. I watched a little mouse \_\_\_\_\_ the piece of cheese.
5. Write the antonyms of **rude** and **soften**.
6. Write **etc.**, the abbreviation for **et cetera** (and the others, and so forth), using a period at the end.
7. Write the new word that means:
  - a. 17th
  - b. nicely
  - c. and so forth
  - d. to become hard
  - e. making thread into cloth
  - f. a wire used with a radio
  - g. all our letters
  - h. a word that shows action or being
  - i. a large black bird that most farmers dislike
  - j. a restaurant where a person waits on himself
  - k. polite, or having to do with citizens
8. Write the words that have these little words in them: **bank, weave, cafe, nice, hard, and seven**.
9. Write the two words in which **ea** sounds like **ē**.  
Write the word in which **ee** sounds like **ē**.
10. Write these words, filling in the missing letters:  
**st — — l, cr — —, civ — —, e — —, we — ving, h — — den,**  
**sevent — — nth, caf — t — — — a, — — r — — l, v — rb,**  
**int — r — — —, ba — — ing, al — — abet, nic — — —.**

## Some Review Words

civic	worth	tough	roots
idle	unable	oven	physical
freeze	view	touch	pledge
smile	eastern	communities	voyage
labour	satisfied	bandage	visitor
success	jacket	rented	
nowadays	remove	decoration	
league	mistakes	championship	
highest	secure	shipping	
miniature	kindergarten		

## For Dictation

The civic league rented the cafeteria for the seventeenth of June. The volleyball championship game will be played on that day and the civic league has arranged a tea for both the eastern visitors and the home team.

Last year Mother and I went on an eastern sea voyage. We had an idle time but did get up one morning at dawn to see the view. The sailors said it would interest us and it did!



## Know Your Review Words

1. Mark correctly the sound of the vowels in **civic**, **jacket**, **voyage**. Check with your dictionary.

2. Alphabetize the following words: **smile**, **success**, **satisfied**, **secure**, **shipping**.

3. Some of these contain a prefix. Draw a line under each prefix: **civic**, **unable**, **physical**, **remove**, **secure**, **touch**.

4. Write the words which rhyme with: **rough**, **neighbour**, **while**, **boats**.

5. Write the antonyms for the following: **soft**, **busy**, **lowest**, **western**, **unsafe**.

6. Write two compound words using these smaller words: **days**, **ship**, **now**, **champion**.

7. Mark the last vowel in each word. If it is silent, draw a line through it: **freeze**, **success**, **physical**, **oven**, **championship**.

8. Make new words by dropping the necessary letters and adding **ing** to: **satisfied**, **freeze**, **mistakes**, **secure**, **rented**, **pledge**.

9. Some of these words contain a suffix. Draw a line under each suffix: **highest**, **smile**, **eastern**, **kindergarten**, **rented**, **tough**, **visitor**, **championship**.

10. Add **er** and **est** to **high** and **tough**.

11. Write the words with **our**, **or**, **ar**, and **er**.

12. Write the words which come before each of these in your dictionary: **defects**, **completed**, **mix**, **leak**, **imagine**, **mink**. For each of the words you write on your paper, compose a sentence using it correctly.

13. Divide these words into syllables: **success**, **satisfied**, **kindergarten**, **bandage**, **remove**. Check with your dictionary.





## The Empire Day Parade

Old Mrs. Jamieson had not seen an Empire Day parade for years. When Art White offered to drive her in to town, she was delighted. Although she expected to sit in the car, she thought it necessary to wear her best dress. Art was polite and chatted on the way. All the members of the fire brigade were to march; so as soon as they reached town, he parked the car and departed.

At last Mrs. Jamieson saw the band marching toward her. Then came the fire brigade on their bright red trucks and the four town policemen, whose important job was to enforce the law. Next marched the soldiers, who had fought bravely in the wars. In an open car sat the oldest soldier, surrounded by flowers. Mrs. Jamieson couldn't control her tears. Later, flowers would be placed on the war memorial in memory of the loved soldiers who had died in the war.

But first the parade drew up at the square in the centre of the town for the flag salute and the mayor's speech. Mrs. Jamieson left the car and joined the crowd. She was so pleased with the mayor that she later exclaimed to Art, "Next Election Day I'm coming to town to vote for that young man!"

vote	members	offered	although
polite	memory	enforce	bravely
salute	centre†	 control	surrounded
	loved	 necessary	

## Know Your Words



1. Write the words beginning with the prefixes **sur**, **con**, and **en**.
2. Write the six words ending with **ed**, **ly**, and **ry**.
3. Add **ly** to **polite**, **d** to **vote**, **love**, and **enforce**, and **ed** to **surround**.
4. Alphabetize the words beginning with **s** and **m**. You will need to look as far as the fourth letter.
5. Add 's to **member** to show possession. Write **member's** in this sentence: Each \_\_\_\_\_ money is paid.
6. Write the words having **ff**, **rr**, and **ss** in them.
7. Write synonyms for **fearlessly**, **though**, **courteous**, **middle**, and **remembrance**.
8. Write the six words with **ar**, **er** or **or**, and **ur** in them. Say them to yourself. These vowels coming before **r** are sometimes hard to remember.
9. Write the four words with **c** in them and after each tell whether the **c** is hard or soft.
10. Write the four words ending with silent **e**.
11. Write **although** and after it write the vowel sound of **ough**. Write the four-letter word having this same sound in it.
12. Write these words, filling in the missing letters:  
**poli** — —, **contr** — —, **su** — — — — **nded**, **s** — **lute**, **offer** — **d**,  
**v** — **t** —, **mem** — **ry**, **a** — **thou** — —, **ne** — **e** — — **ary**,  
**me** — **bers**, **brav** — **ly**, — **nfor** — **e**, — **entre**, **l** — **v** — **d**.




## Circus Day

Once a year Mr. Jenkins took his eight children to the circus grounds. They brought sandwiches and milk for lunch. They sat in a circle on the long grass in the sunshine opposite the entrance to the big tent, and were delighted to watch the animals and the people. They rarely went in to see the main show. Nine circus tickets cost a lot of money.

Just the same, they had a grand time. The little ones got red balloons and had free rides on the seesaws. The middle-sized ones were allowed to hop on the merry-go-round for one ride each. They spent the rest of their time pulling at the ropes and stakes and peeking under the canvas tent. Mr. Jenkins and the biggest children took their camera and went in every direction taking pictures. They might get a snapshot of a clown dressed as a red devil for their amusement, of an elephant eating hay, or of a girl riding a white horse. The children kept asking: "How's he going to do this, Dad? What's that for, Dad?"

And so it went, until Mr. Jenkins was so tired that he thought how easy his regular job was. A man could sell groceries all day with no trouble at all!

hop	groceries	circle	amusement
opposite	sunshine	stakes	sandwiches
what's	direction	camera	 how's
	delighted	merry-go-round	

## Know Your Words



1. Write the word that has two hyphens in it.
2. Write the contractions for **how is** and **what is**, using an apostrophe in each.
3. Write two words with double letters in them.
4. Write a compound word using the words 'shine and sun.
5. Alphabetize the words beginning with **h**, **d**, and **s**.
6. Write **hop**, **sunshine**, **stakes**. Mark the long and short vowels and cross out the silent **e**'s.
7. Write the new word that means:
  - a. across from
  - b. fun
  - c. food
  - d. a platform that goes around by machinery
  - e. what we take pictures with
8. Write these sentences, using the homonyms **stake** and **steak**:
  - a. The cow was fastened to a \_\_\_\_\_.
  - b. We had a delicious \_\_\_\_\_ for dinner.
9. Write the word that rhymes with: **stop**, **rakes**, **sighted**, **objection**.
10. Write the word in which **gh** is silent.
11. Write the two words containing soft **c**.
12. Write these words, filling in the missing letters:  
**sunshin—**, **stak—s**, **deli— —ted**, **h—p**, **opp—site**,  
**sand— — — —es**, **d—rection**, **cam—ra**, **amus—ment**,  
**what—s**, **m— — —y-go-r— —nd**, **c—rc— —**, **how—s**,  
**grocer— —s**.




## Tapestry

An interesting historical document which is now in a museum in France is a piece of tapestry, not woven, but covered with embroidery. The pictures on it describe the Norman Conquest of England in 1066. This tapestry is larger than any other of its kind and was probably made to fit the wall of a certain church. Whoever designed and completed this tapestry was a really talented artist.

Not all tapestries are embroidered. In fact, most of them have no embroidery whatever; the designs are woven with linen, woollen, or silk threads. Some of the most famous tapestries are those made in Europe after the fourteenth century, known as "Gothic tapestries".

Many of the Gothic tapestries picture outdoor scenes, in which nobles, perhaps, have come to attend a garden party. Such tapestries served a double purpose. The floors and walls of castles were paved with stone, and a beautiful wall decoration made the stone seem less bare. Also, as people walked up and down the stone floor the outdoor scenes on the tapestries helped to make up for the lack of windows. How pleasant that neither they, nor we, missed the beauty and history of tapestry!

fit	paved	woollen†	historical
less	attend	missed	fourteenth
linen	larger	whatever	embroidery
	double	 pleasant	



## Know Your Words



1. Change **y** to **i** in **history** and add **cal**.
2. Write the compound word with **ever** in it.
3. Write the word for **14th**. Write **four**, **fourth**, **fourteen**, **forty**. In which of these words does **ou** become **o**?
4. Add **r** and **st** to **large**. Use **larger** and **largest** in these sentences, remembering the question mark:
  - a. Wolves are \_\_\_\_\_ than mice.
  - b. What is the \_\_\_\_\_ animal in the world?
5. Write the words containing **ee**, **oo**, **ss**, and **tt**.
6. Write the word that rhymes with: **trouble**, **sit**, **guess**, **amend**, **present**, **list**, **saved**.
7. Write the words that end with **en**.
8. Add **d** to **pave** and **double**. Drop the silent **e** in **pave** and **double** and add **ing**.
9. Double the **t** in **fit** and add **ed** and **ing**.
10. Write the word with **oi** in it.
11. Alphabetize all your new words.
12. Write in syllables the two words of four syllables and mark the accents. Check with your dictionary.
13. Write **please**. Drop the **e** and add the suffix **ant** to build the word **pleasant**.
14. Write these words with all their letters: **f — t**, **l — — — n**, **la — ger**, **embr — — d — ry**, **at — end**, **l — — —**, **w — — ll — —**, **d — — ble**, **fo — rteenth**, **mi — — — —**, **pa — — d**, **histor — — — —**, **pleas — nt**, **w — ate**ver.






## Our Boys' Club

The Boys' Club in our town is an organization which was planned and established by our fathers about twenty years ago for the purpose of encouraging hobbies and team play in sports. Membership in the club is open to boys from ten to sixteen years of age, and a person's character is all that counts.

At the first meeting in September we immediately get to the business of electing new officers—a president, a secretary, and a treasurer who collects our dues of a quarter a week. Small pieces of paper are passed around to be used as ballots, and the voting then takes place.

After the election, our new president is expected to rise and to ask if anyone wishes to amend our constitution. It is natural, of course, that from time to time amendments to our constitution are introduced; but after talking them over we vote most of them down. Our constitution works very well as it is.

At ten o'clock out come the cups and saucers and cardboard plates, and the boys enjoy hot chocolate and cookies. The meeting usually breaks up about ten-thirty.

amend	rise	quarter	established
natural	electing	cardboard	organization
planned	election	person's	introduced
membership		immediately	

## Know Your Words



1. Write the compound word with **board** in it.
2. Write the words with the suffixes **ly**, **ing**, **ship**.
3. Alphabetize **elect**, **elects**, **elected**, **election**, and **electing**. When two words are alike except that one has extra letters at the end, the shorter word comes first.
4. Write the words with these shorter words in them: **plan**, **elect**, **member**.
5. Write the words containing **mm** and **nn**.
6. Write three words ending with **tion** and **al** and three ending with **ed**.
7. Write the words beginning with **in** and **im**.
8. Write **introduced**, **election**, and **cardboard**. After each write the sound of **c** (either **k** or **s**).
9. Write **nature** and mark the sound of **a**. Write a new word by dropping the silent **e** and adding **al**. Mark the first **a** in **natural**. Are these **a**'s alike?
10. Double the **n** in **plan** and add **ed**.
11. Add **d** to **introduce**; **ed** and **ment** to **amend** and **establish**.
12. Write the new word that means:  
a. coin      b. one's      c. material used for boxes
13. Write these words, with all their letters:  
**immediat** — — —, **int** — — **du** — **ed**, **qua** — **ter**, **me** — **bership**,  
**org** — **n** — **zation**, **ele** — — **ion**, — **stablished**, **c** — **rd** —  
**b** — — — **d**, **pers** — **n**'s, **natur** — **l**, **r** — **se**, **pla** — — **ed**,  
**ele** — — **ing**, **a** — **end**.

## Demon Words of Three Grades

Most spelling "demons" are learned in the earlier grades. You can probably spell all those that you had in the second and third grades. Here is a list of those that you have had in Grades IV, V, and VI. Try testing yourself on a few of these each day. They are arranged alphabetically, with an empty space after every tenth word.

address	development	loose	since
advice	dining	lose	sincerely
all right	disappointed	loving	some time
altogether	divided	maybe	speech
among	doctor	meant	stationery
amount		minute	
anyway	doesn't	necessary	straight
April	easy	none	sugar
awhile	everybody	Nov.	suppose
balloon	February	nowadays	surely
	finally		surprise
basketball	foreign	Oct.	teacher's
beginning	fourth	paid	tear
believe	good-bye	perhaps	there's
believed	government	pleasant	they're
break	grammar	principal	though
built		probably	
business	handkerchiefs	quiet	tired
choose	happiness	quit	tries
chosen	hello	raise	trouble
clothes	hour	really	Tuesday
	how's		usually
control	immediately	receive	Wednesday
cough	instead	remember	whether
course	Jan.	schoolhouse	whole
Dec.	laid	seemed	written
decided	led	separate	you're

## Building New Words

A **root word** is a word without prefixes or suffixes, on which longer words can be built. Many of our root words were brought into English long ago from other languages, such as Latin. Some English words come from Latin **roots** that are not even root words because they never stand alone. **Soci**, on page 35, was such a root.

New words are made from root words by putting prefixes before them or suffixes after them. Sometimes letters are dropped, added, or changed before a suffix. Your spelling words are those which pupils of your grade are likely to want to write most often. Sometimes these words are root words, but often they are words that are built from them. Such words are called **derived words**. (**Derived** means **produced, made, or built.**)

The words in the first column below are sometimes root words, sometimes derived words. They are, however, all spelling words found in this book. After each word in the first column you will find one or more words related to it. Study each line of words, and be prepared to tell which one of them, if any, is the root word from which the others are built. Tell how the change in spelling changes the meaning. Tell also just what had to be done to the word in the first column to build up to or down to each word that follows it. The number after each word in the first column shows the page on which it is found.

prepare (18)	prepared	preparing	
person's (92)	persons		
weaving (82)	weave	weavers	
power (51)	powers		
planter (58)	planted	planting	plants

neighbour (32)	neighbourhood	neighbours	
leaving (42)	leave		
treat (18)	treated	treating	
teased (66)	teasing	tease	
studies (38)	studied		
smile (68)	smiles	smiling	smiled
excitement (44)	exciting	excited	
sport (80)	sports		
freeze (76)	freezing	froze	frozen
grease (30)	greased	greasy	
miner (24)	mine	mining	
mix (18)	mixed		
surrounded (86)	surrounding		
unknown (24)	knowing	known	knows

## Words With Different Meanings

1. Write **lie, lay, lying, lain**. Now write another word, **lay, laid, laying**. These two words are often mixed up. The reason is that the present form of the second word happens to be the same as the past form of the first word. Do not let this confuse you.

2. **Plain** and **plane** are homonyms. Each of them, however, has at least two very different meanings. Consult your dictionary to find these meanings. Then, copy these sentences and use the correct word, **plain** or **plane**, in each.

a. A carpenter's (**plain, plane**) is used to make boards smooth.

b. Level land is called a (**plain, plane**).

c. The (**plain, plane**) truth never gets you into trouble.

d. Did you enjoy your (**plain, plane**) ride?

## Different Spellings of Different Vowel Sounds

1. Write the following words, which have different spellings for the sound of long a: **lace, laying, plain, eighty.**

2. Write the following words, which have different spellings for the sound of long e: **treat, needed, zero, receipt.**

3. Write the following words, which have different spellings for the sound of long i: **dye, excitement.**

4. Write the following words, which have different spellings for the sound of long o: **poultry, froze, unknown, float.**

5. Write the following words, which have different spellings for the sound of long u: **unit, view.**

6. Write the following words, which have different spellings for the sound of long oo: **coop, overshoes, soup, jewels.**

7. Write the following words, which have different spellings for the sound of short e: **prairie, examination, jealous.**

8. Write the following words, which have different spellings for the sound of short i: **fit, icy, cabbage.**

9. Write the following words, which have different spellings for the sound of short oo: **woollen, wolves, shouldn't.**

10. Write the following words, which have different spellings for the sound of short u: **double, oven, buttons.**

## Your Dictionary

In your dictionary you will find all the new words you are to learn this year. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what it means, and how it is used in a sentence.

Numbers which appear in heavy type after the pronunciation show the page on which the word appears in the book.

Words which have stars in front of them are extra words which are not found in the lessons. You are to learn as many of these words as you can by yourself. Your teacher will explain the plan.

### Key to Pronunciation

Some letters have several different sounds. The different sounds of each letter are marked in this dictionary. The marks are shown here as they are used in words that you know. They are also shown at the foot of each page in your dictionary.

ā as in ate	ē as in baker	ō as in obey	ōō as in foot
ǎ as in at	ĕ as in begin	ô as in or	ou as in about
ä as in are		ū as in use	oi as in oil
â as in care	ī as in ice	ŭ as in us	tū as in nature
á as in glass	ĭ as in is	û as in turn	th as in then
		ũ as in unite	th as in thin
ē as in we	ō as in old	ōō as in shoot	zh as in garage
ě as in met	ǒ as in not		

#### A

- quires *activity* of body and mind.
- \*ac cused'** (ă kūzd'). Blamed for something wrong. Tom was *accused* of breaking the window.
- ac quaint'ed** (ă kwān'tīd) **66.** Having some knowledge of. Are you *acquainted* with each pupil in your class?
- ac tiv'i ty** (ăk tīv'ī tī) **12.** State of being in motion or in use. Playing baseball re-
- ad ver'tise** (ăd'vēr tīz). Make known in a public way. The automobile company was getting ready to *advertise* its new car.
- ad ver'tise ment** (ăd vūr'tīz)



## ADVICE

m'nt) **64.** A notice in a public place. I saw your *advertisement* for an office boy in the newspaper.

**ad vice'** (ăd vīs') **46.** Opinion or plan offered. The principal gave me *advice* about going to camp this summer.

**aer'ial** (âr'ī 'l) **82.** Wire attached to a radio. The radio did not work because the *aerial* was broken.

**a greed'** (ă grēd') **46.** Decided together. We *agreed* to meet at the corner after school.

**a gree'ment** (ă grē'm'nt) **22.** 1. Act of deciding on the same thing. The two girls were in *agreement* about where they would spend their vacation. 2. A statement of what two or more people or groups have decided on together. The four nations had an *agreement* not to go to war with one another.

**\*a larm'** (ă lărm'). 1. A warning. The fire *alarm* could be heard clearly that night. 2. Make one afraid. The dark clouds and the lightning did not *alarm* Bob.

**al'ley** (ăl'ī) **72.** A narrow street, usually along the back of buildings. The *alley* was not well lighted at night.

**al'pha bet'** (ăl'fă bēt') **82.** All the letters used in printing or writing in any language that has letters. Children

## APPOINTMENT

often learn the *alphabet* by playing with blocks.

**al though'** (ôl thō') **86.** Though. They made me go *although* I didn't want to.

**al'to geth'er** (ôl'tōō gēth'ēr) **64.** Entirely. Completely. The problem was *altogether* too difficult for the class.

**a mend'** (ă mēnd') **92.** Change. Correct. The people thought that Parliament should *amend* the law.

**a mend'ments** (ă mēnd'm'nts) **51.** Changes. There are a number of *amendments* to the constitution.

**a muse'ment** (ă mūz'm'nt) **88.** 1. Fun. We watched the monkeys in their cages with great *amusement*. 2. That which entertains. The clowns in the circus furnished *amusement* for everybody.

**\*an'kle** (ăng'k'l). The joint between the foot and the leg. The slipper was made with a strap around the *ankle*.

**\*an'ni ver'sa ry** (ăn'ī vûr'să rī). A date in each year that has a special meaning. Mother and father went to the theatre on their wedding *anniversary*.

**\*an'y how** (ăn'ī hou). Anyway. Even though it was a long way, we decided to walk *anyhow*.

**ap point'ment** (ă point'm'nt) **51.** A time agreed on for

û, use; ũ, us; û, turn; û, unite; oō, shoot; oō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## ARRANGED

something. I have an *appointment* with the dentist on Saturday.

**ar ranged'** (à rānjd') 78. 1. Placed in a particular way. We *arranged* the seats in rows for the meeting. 2. Made plans. We *arranged* to go to the picnic by bus.

**ar'ti cles** (ār'tī k'lz) 54. 1. Written accounts. The teacher read us newspaper *articles* about the floods in the spring. 2. Things. Sally did not leave *articles* of clothing on the floor of her bedroom.

**ash'es** (āsh'īz) 18. What is left after something has been burned. Before we build another fire in the fireplace, we must remove the *ashes*.

**as sign'ment** (à sīn'm'nt) 64. 1. Act of being named for a task. His *assignment* as leader of his group was a surprise to him. 2. Particular task. My *assignment* was to keep the blackboards clean.

**as so'cia'tion** (à sō'sī ā'sh'n) 34. 1. A group of people who do some particular work together or are interested in the same thing. The doctors have a national *association*. 2. Being with particular people. Father's *association* with the men in his office was a pleasant one. 3. Joining in one's mind. The *association*

## BATHE

of ideas makes us think of swimming when someone mentions a lake.

**at tend'** (à tēnd') 90. 1. Give attention to. Dick will *attend* to weeding the garden. 2. Be present at. We did not *attend* the meeting.

**au'thor** (ô'thēr) 54. A person who writes books, stories, or articles. The *author* of our geography has travelled all over the world.

## B

**bach'e lor** (bäch'ě lěr) 34. A man who has never been married. The *bachelor* lived alone in a little room.

**bait** (bāt) 30. Something that is put on a hook to catch fish. The boys dug for worms to use as *bait*.

**bake** (bāk) 62. To cook in an oven. I learned yesterday to *bake* a cake.

**band'age** (bān'dij) 78. A cloth used to protect a wound. The doctor put a *bandage* on my arm where it was cut.

**bank'ing** (bāngk'íng) 82. The business of handling money. Our *banking* is done at the Dominion Bank.

**ban'ner** (bān'ēr) 74. A flag or streamer. Joe put the school *banner* on his wall.

**bathe** (bāth) 12. 1. To wash,

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; ī, is; ō, old; ō, not; ō, obey; ō, or;

usually the entire body. Clean people *bathe* daily. 2. To swim or play in water. Many people *bathe* on this beach.

\***bath'ing** (bāth'ing). Taking a bath. Going into water. We went *bathing* at the beach every day last summer.

\***bat'ter** (băt'ēr). 1. The person using the bat in baseball. The *batter* missed the ball. 2. Flour, milk, and other materials mixed together for cooking. Mother mixed the *batter* for the cake.

\***beau'ti fied'** (bū'tī fid'). Made beautiful. Improved the appearance of. Cutting the grass and planting bushes *beautified* the yard.

**beau'ty** (bū'tī) 22. 1. Loveliness. Every year we go to the woods to see the *beauty* of the autumn leaves. 2. A person or thing that is lovely. This butterfly is a *beauty*.

**beef** (bēf) 30. The flesh of an ox or a cow when used for food. This *beef* came from Winnipeg by train.

\***bend** (běnd). 1. A curve. A part that is not straight. He had passed the river *bend*. 2. Curve or change something so that it is no longer straight. You should not *bend* the cover of a book. 3. Stoop. Please *bend* down and pick up the paper on the floor.

\***bent** (běnt). Curved. Changed so that it is no longer straight. Fred carefully *bent* the piece of tin to mend the cart.

\***Bi'ble** (bī'b'l). The Christian book of holy writings. Mother read us a story from the *Bible*.

**blade** (blād) 68. 1. The broad, flat part of something, as a knife or an oar. I used the *blade* of my knife to make my pencil sharp. 2. A leaf of grass. There was not a *blade* of grass to be seen in the desert.

\***blan'ket** (bläng'kit). A warm covering used for people or animals. Mother put another *blanket* over the baby because the room was getting colder.

\***bleed'ing** (blēd'ing). Shedding blood. My nose was *bleeding*.

**bloom'ers** (blōom'ērz) 80. The lower part of a suit worn by women and girls when playing games or taking exercise. Jane's *bloomers* felt tight around the legs.

**boil** (boil) 18. 1. To cook in hot water. We will *boil* the potatoes for half an hour. 2. A sore that causes much pain. John had a *boil* on the back of his neck.

**bon'fires'** (bŏn'firz') 28. Fires built out-of-doors. Several people made *bonfires* to get rid of the autumn leaves.

**book'let** (bŏok'līt) 30. A little

book. The *booklet* described vacation trips.

\***bore** (bōr). 1. Make a hole in something with a tool. This wood is so hard it takes a long time to *bore* a hole in it. 2. Carried. The two men *bore* the deer into camp.

**bor'row** (bōr'ō) 38. 1. Take with the idea of returning. May I *borrow* your book?

\***brace** (brās). 1. Hold up. Support. They used heavy beams to *brace* the side of the building. 2. Something that holds up or supports. The boy put a *brace* on the back of the chair to make it firm.

**brake** (brāk) 30. Something used to slow up or stop a moving object. The *brake* on my bicycle helped me come down the hill safely.

\***branch** (brānch). 1. The limb of a tree or bush. The *branch* of the apple tree broke. 2. A part or division. History is a *branch* of learning.

**brave'ly** (brāv'li) 86. With courage. The Indians fought *bravely*.

\***breast** (brĕst). The upper front part of the body. The arrow pierced the warrior's *breast*.

**bri'dle** (brī'd'l) 66. Head part of a horse's harness used to control the horse. They put the blue ribbon on the horse's *bridle*.

**broom** (brōom) 32. Sue swept the crumbs from the floor with the *broom*.

\***buck'le** (bŭk'li). 1. Something that fastens two ends together. I have a *buckle* on my shoe. 2. Hold two parts together with something that fastens. George could not *buckle* his belt because it was too short.

**bug** (bŭg) 24. An insect. What kind of *bug* is that crawling on the leaf?

\***bull'dog'** (bŏol'dôg'). A heavy dog with short hair. My *bulldog* is strong and brave.

**burnt** (bŭrnt) 18. Destroyed or hurt by fire or heat. Saturday morning we *burnt* some rubbish in the back yard. My *burnt* finger will keep me from writing for a few days.

**but'tons** (bŭt'nz) 76. 1. Little hard pieces used to fasten something or for ornaments. One of the *buttons* has come off my coat. 2. Fastens with little hard pieces that go through holes. Joan *buttons* the back of her dress without any trouble.

## C

**cab'bage** (kăb'ij) 32. A vegetable that has a head of leaves. We ate a salad of *cabbage* and carrots.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or;

## CAFETERIA

**caf'e te'ri a** (kăf'ê tēr'ī à) **82.**

An eating place where one waits on oneself. At the school *cafeteria* we try to choose our lunches wisely.

**\*calves** (kävz). Young cows or some other young animals. Corn will make the *calves* fat.

**cam'er a** (kăm'ēr à) **88.** Something that takes pictures. Ed used his *camera* every day when he was on his vacation.

**camp** (kămp) **34.** 1. A place where one lives out-of-doors most of the time, often with tents to sleep in. We took a boat to our *camp*. 2. Stay out-of-doors most of the time, often with tents to sleep in. We decided to *camp* for the night.

**card'board'** (kărd'bōrd') **92.** A very stiff kind of paper. The shoes came in a *cardboard* box.

**\*car'pet** (kăr'pīt). A thick material used to cover floors. The whole family liked the new brown *carpet* in the dining-room.

**car'ries** (kăr'īz) **30.** Takes. That airplane *carries* people across the Atlantic Ocean.

**case** (kās) **78.** 1. A box where a thing or things are kept. The watch came in a *case* covered with velvet. 2. "In *case* I am late" means "If I am late".

## CHAMPIONSHIP

**catch'er** (kăch'ēr) **58.** The baseball player who tries to catch the ball the pitcher throws. The *catcher* leaped to catch the ball.

**cel'er y** (sěl'ēr ī) **62.** A vegetable with heavy stems, usually white, and with leaves at the top. Mother put some *celery* in the chicken salad.

**ce ment'** (sē mēnt') **30.** Something used to hold hard substances together or to pave roads. The *cement* will dry and hold the stones in the cellar of the house together.

**cen'tre** (sēn'tēr) **86.** 1. Middle. The crack shot hit the *centre* of the target. 2. A position on a football team. He plays *centre* on the school team.

**cer'tain ly** (sūr't'n lī) **22.** Surely. Jane was *certainly* glad to see her cousin.

**cer tif'i cate** (sēr tīf'ī kīt) **46.** A written or printed paper to state a fact. This *certificate* shows that he is well now and can return to school.

**chains** (chānz) **28.** Links that are joined together in rows. He was going to put *chains* on the doors. Father puts *chains* on the automobile tires on snowy days.

**cham'pi on ship'** (chăm'pī 'n ship') **80.** First place. My cousin has won the school *championship* in running.

û, use; ũ, us; û, turn; û, unite; oō, shoot; oō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

**\*check'ers** (chĕk'ĕrz). A game played with small pieces or counters on sixty-four squares. Let's play *checkers*.

**\*chill'y** (chĭl'ĭ). Cool. It was so *chilly* yesterday I wore my coat.

**chores** (chōrz) 32. Small jobs. Tasks. One of my *chores* was to gather the eggs the hens had laid.

**cho'rus** (kō'r's) 42. 1. Group of people singing or dancing together. I like to hear the *chorus* sing. 2. The part of a song that all the singers in a group sing. After Ben finished each verse we sang the *chorus* very softly.

**Christ** (krĭst) 24. Jesus. We celebrate the birth of *Christ* on Christmas Day.

**ckurn** (chûrn) 60. 1. Something in which milk or cream is beaten to make butter. We saw a wooden *churn* that had been used years ago. 2. Beat milk or cream to make butter. It was hard work to *churn* the cream.

**ci'der** (sĭ'dĕr) 28. The juice of apples made into a drink. The farmer made *cider* in the autumn.

**\*ci gar'** (sĭ gār'). A roll of tobacco leaves, used for smoking. My father likes to smoke a *cigar* after dinner.

**\*cig'a rettes'** (sĭg'ā rĕts').

Little rolls of tobacco cut into bits and put in paper. Father bought a package of *cigarettes* so that his friends could smoke them in the evening.

**cir'cle** (sŭr'k'l) 88. 1. A line in the form of a ring. The children formed a *circle*. 2. Something round and flat. Roy cut a *circle* of red paper to hang on the Christmas tree.

**cit'i zens** (sĭt'ĭ z'nz) 51. Persons who were born in a country or who have solemnly promised to be loyal to it. Many persons from foreign countries have become *citizens* of Canada.

**civ'ic** (sĭv'ĭk) 72. Of a city or citizens. The city hall is one of our *civic* buildings. It is a *civic* duty to vote at election time.

**civ'il** (sĭv'ĭl) 82. 1. Of citizens. One of our *civil* rights is a fair trial. 2. Polite. The man at the information desk always gives *civil* answers.

**clean'er** (klĕn'ĕr) 72. 1. Not so dirty. I am going to keep the yard *cleaner*. 2. A person who keeps or makes things clean. Before I put my winter coat away I took it to the *cleaner*.

**cli'mate** (klĭ'mĭt) 72. The kind of weather a place has. Greenland has a cold *climate*.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ō, or;



\***cobs** (kǒbz). Central parts of ears of corn. After we ate the corn, only the *cobs* were left.

\***cold'er** (kǒl'dēr). Not so warm. Our days are *colder* in March than in June.

\***col'o ny** (kǒl'ō nǐ). New land settled by people of the country to which the land belongs. Many people in the *colony* died the first winter.

**com'i cal** (kǒm'ĩ k'l) 12. Funny. The clown was dressed in *comical* clothes.

**com mence'** (kǒ mēns') 54. Begin. Tomorrow we are going to *commence* reading a new book.

**com'merce** (kǒm'ûrs) 44. Buying and selling goods that are shipped long distances. During the war *commerce* could not be carried on between the two countries.

**com mu'ni ties** (kǒ mū'nǐ tǐz) 72. Places where people live, as towns or sections of cities. Almost all our *communities* have public schools.

**com plet'ed** (kǒm plēt'id) 51. Finished. I have *completed* my lessons for the day. The *completed* sweater was ready to wear.

\***cones** (kōnz). 1. There were plenty of ice cream *cones*. 2. The seeds of the pine tree are in its *cones*.

**con fed'er a'tion** (kǒn fēd'ēr ā'

sh'n) 51. People or governments working together for a special purpose. A league. The provinces in this country formed a *confederation*.

**con'sti tu'tion** (kǒn'stǐ tū'sh'n) 51. 1. The most important laws for governing a state, a country, or some other group, as a society. The *Constitution* of the new society was adopted at the meeting. 2. One's physical nature or powers. The baby has a healthy *constitution*.

**con tains'** (kǒn tānz') 22. Holds. Has in it. The jar *contains* strawberry jam.

**con'ti nent** (kǒn'tǐ n'nt) 44. One of the great parts into which the land surface of the earth is divided. Asia is the largest *continent*.

**con trol'** (kǒn trōl') 86. 1. Power over. He lost *control* of the automobile because the road was icy. 2. Have power over. The sea was so rough it was hard to *control* the boat.

**con ven'tion** (kǒn vĕn'sh'n) 51. 1. A big meeting for a special purpose. At the *convention* a man was chosen to run for the office of President. 2. Custom. In this country it is not a *convention* for women to cover their faces with veils when they are on the street.

ū, use; ũ, us; û, turn; ũ, unite; ǒo, shoot; ǒo, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.



**coop** (kōōp) 60. A cage or pen for poultry. Frank is building a *coop* for the chickens.

**\*cop'ied** (kōp'id). 1. Did or made something the same as something else. Ruth *copied* Jane in her dress. 2. Wrote down in the same words. Ann *copied* the poem that was in her reading book.

**cop'y** (kōp'ī) 62. 1. Something made just like another. Would you like a *copy* of this book? 2. Do or make something the same as something else. I should like to *copy* the dress in that store window.

**\*cord** (kōrd). 1. A string or thin rope. You will need heavy *cord* to tie that big package. 2. A pile of cut wood 4 feet by 4 feet by 8 feet. We must order a *cord* of wood for the fireplace.

**\*cor're spond'** (kōr' ē spōnd'). 1. Agree. Match. See if the numbers of the answers *correspond* with the numbers of the questions. 2. Write and receive letters. I *correspond* with my cousin regularly.

**court** (kōrt) 72. 1. Outdoor space within a building. The house is built around a *court*. 2. A space for outdoor games. Did you see the new tennis *court*? 3. The home and friends of a king. The

knights remained at *court* most of the time. 4. A place where law cases are tried. The judge came to *court* early. 5. To try to get for one's own. John decided to *court* Mary.

**crack** (krāk) 32. 1. A thin broken place. The saucer had a *crack* in it. 2. Be careful not to *crack* the glass. 3. Best. It was the *crack* baseball team of the country.

**crank** (krāngk) 30. 1. A handle used to turn something. A *crank* is used to turn a motion picture film. 2. Turn something by the use of a handle. It is no longer necessary to *crank* an automobile to get it started. 3. A person with foolish ideas. He called his opponent a *crank*.

**\*crepe** (krāp). Silk or cotton with a rough surface. Alice's party dress was made of pink silk *crepe*.

**\*croquet'** (krō kā'). An outdoor game played by knocking wooden balls through little wire arches. They played *croquet* on the lawn.

**crow** (krō) 82. 1. Make a loud or happy noise. Every morning last summer we could hear the rooster *crow*. 2. A large black bird. That *crow*

has eaten some of our corn.

**\*crumbs** (krŭmz). Bits broken off from a larger object. When we broke the hard crusts of the rolls we could not help making *crumbs*.

**cup'board** (kŭb'ërd) 20. A closet for dishes or food. Rose put the plates on the bottom shelf of the *cupboard*.

**cur'rent** (kŭr''nt) 54. 1. A flowing, as of water or air. That river has a strong *current*. 2. Now taking place. The newspapers tell us about *current* events. 3. The passing of electricity through a wire. The man shut off the *current* so that he could work on the electric wire safely.

**\*cur'ry** (kŭr'ĩ). 1. Comb a horse's hair. When the horse comes in from ploughing Jack is going to *curry* it. 2. Something used to give a hot taste to food. We learned to use *curry* from the people in India.

**cur'tains** (kŭr't'nz) 16. Material hung at windows or in doors. The rain wet the *curtains* at the open window.

## D

**damp** (dămp) 76. Rather wet. Mary used a *damp* cloth to clean the kitchen table.

**dan'ger ous** (dăn'jër ũs) 46. Not safe. It is *dangerous* to skate on thin ice.

**dawn** (dôn) 74. The beginning of day. We got up at *dawn*.

**dec'la ra'tion** (dëk'lă ră'shŭn) 48. A statement. Each person had to sign a *declaration* for the customs' official.

**de clared'** (dë klărd') 46. Stated. The traveller *declared* that he had bought nothing else abroad.

**dec'o ra'tion** (dëk'ô ră'sh'n) 68. 1. An ornament. The roses were a lovely *decoration* on the dining-room table. 2. An ornament, as a ribbon, given as a mark of honour. The soldier received a *decoration* for his brave deed.

**de fects'** (dë fëkts') 46. Faults. The carpenter could not use that piece of wood because there were *defects* in it.

**de fence'** (dë fëns') 54. Protection. Some say there is no *defence* from the atom bomb.

**de light'ed** (dë lit'id) 88. Pleased. We were *delighted* to be in the country.

**dense'ly** (dëns'li) 34. Thickly. In a few years the colony was more *densely* settled.

**de part'ment** (dë pärt'm'nt) 64. A part or division. She works in the *Department* of Agriculture in Ottawa.

û, use; ũ, us; û, turn; ũ, unite; ôô, shoot; ôô, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## DEVELOPMENT

**de vel'op ment** (dê vĕl'ŭp m'nt)

**46.** Act of becoming more important or better. Growth. The *development* of airplanes in recent years has been great.

**\*dev'il** (dĕv''l). Evil spirit. The story told about a *devil* who tempted the boy to do wrong.

**dic'tion ar'y** (dĭk'sh'n ěr'ĭ) **54.** A book that tells what words mean and how they are spelled. The words that begin with *a* come first in the *dictionary*.

**dif'fi cul'ties** (dĭf'ĭ kŭl'tĭz) **66.** Troubles. Things hard to do or understand. The children had many *difficulties* with long division.

**dip** (dĭp) **22.** 1. Go down and up quickly. We saw the plane *dip*. 2. Act of going in and out of the water. A *dip* in the lake is fun on a hot day. 3. Put in and out of a liquid quickly. Before I can write I must *dip* my pen in the ink.

**di rec'tion** (dĭ rĕk'sh'n) **88.** 1. Instruction. Children work under the *direction* of their teachers and parents. 2. The way in which to go. In which *direction* is the school from here?

**dis'ap point'ment** (dĭs'ă point'm'nt) **36.** An unhappy feel-

## DUST

ing because one cannot do what he expected to do. Imagine my *disappointment* when I found that I could not go to the party.

**dou'ble** (dŭb''l) **90.** 1. Twice as much. Ella made a *double* amount of candy for Thanksgiving. 2. Make twice as much. Try to *double* your score in the next game.

**\*dough** (dō). Flour, milk, and other materials mixed together. I watched mother make the *dough* for the pie.

**\*drawer** (drōr). Something like a box with handles that is part of some kinds of furniture. Dick put his pad in the *drawer* of his desk.

**\*draw'er** (drō'ěr). A person who draws. She was very good as a *drawer* of flowers.

**driv'er** (drĭ'vĕr) **36.** A person who makes something go. The policeman gave the truck *driver* clear directions.

**drum** (drŭm) **68.** A round musical instrument that produces sound when someone beats it. The *drum* they use in the band is a very big one.

**dust** (dŭst) **32.** 1. Fine powder, often of earth. The wagon raised clouds of *dust* because it has not rained for a long time. 2. Wipe off dust, or fine dirt. We *dust* the furniture and make the beds.

ă, ate; ă, at; ä, are; â, care; â, glass; ě, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

**dwarf** (dwôrf) 42. A person, animal, or plant that is smaller than others of its kind. The *dwarf*, who lived in the palace, told the king and his friends many funny stories.

**dye** (dī) 60. 1. Put something in a liquid to change its colour. Mother is going to *dye* her yellow dress brown. 2. Liquid that changes the colour of something. Helen used a blue *dye* for the faded curtains.

E

**east'ern** (ēs'tĕrn) 76. Toward the east. The *eastern* coast of Canada faces the Atlantic Ocean.

**edge** (ĕj) 30. 1. The sharp border of something. We came to the *edge* of a cliff. 2. The part that cuts. The knife has a sharp *edge*. 3. Work one's way little by little. Try to *edge* your way to a place where you can see the parade better.

**\*eight'eenth'** (ā'tĕnth'). Next after seventeenth. My sister had a party for her *eighteenth* birthday.

**eight'y** (ā'tī) 38. Eight times ten. My grandfather died at the age of *eighty*.

**e lect'ing** (ĕ lĕk'tĭng) 92. Selecting by votes. Tomorrow

we shall be *electing* a mayor for our city.

**e lec'tion** (ĕ lĕk'sh'n) 92. The selection by votes. Many people believed he would win the *election* for governor.

**\*el'e men'ta ry** (ĕl'ĕ mĕn'tā rĭ). Coming first. Children go to *elementary* school before they go to high school.

**el'e va'tor** (ĕl'ĕ vā'tĕr) 58. Something that carries people or things up or down. I rode up to the tenth floor on the *elevator*.

**e lev'en** (ĕ lĕv'n) 38. Ten and one. *Eleven* is one less than a dozen.

**\*e lev'enth** (ĕ lĕv'nth). After tenth. November is the *eleventh* month of the year.

**em broi'der y** (ĕm broi'dĕr ĭ) 90. Sewing that is done to ornament something. Ruth used silk thread of four different colours for her *embroidery*.

**em'pire** (ĕm'pĭr) 48. A group of nations or states ruled by one government. There are parts of the British *Empire* in many different places in the world.

**\*en'e mies** (ĕn'ĕ mĭz). People who work or fight against one. A strong wall around the village protected the people from their *enemies*.

**en force'** (ĕn fōrs') 86. See

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## ENGAGEMENT

that rules are carried out. The policeman will *enforce* the law if the driver goes too fast.

**engage'ment** (ĕn gāj'm'nt) 36.

1. A promise to meet. Mr. Wells and my father have an *engagement* to go to lunch together tomorrow. 2. A promise to marry. We have just learned of Miss Ball's *engagement* to an army officer.

**en'gine** (ĕn'j'n) 30.

1. A machine that supplies power. The *engine* in our car was out of order. 2. A locomotive. A steam *engine* pulls the train.

**en'ter tain'ment** (ĕn'tĕr tĕn'm'nt) 42.

Something done to interest or please people. My radio gives me *entertainment*. We are giving an *entertainment* at school for our parents and friends.

**equipment** (ĕkwĭp'm'nt) 24.

Articles needed for a certain purpose. He brought all the *equipment* necessary to repair the roof.

**es'say** (ĕs'ā) 54.

A short written account. I wrote an *essay* about Columbus for my English lesson.

**es tab'lished** (ĕs tĕb'lišt) 92.

Set up in a form to last. The first colony was *established* in Nova Scotia.

## EXPERIMENT

**etc.—82.** A form that means “and so forth” or “and so on”. Among the things we needed were pens, pencils, paper, *etc.*

**\*ev'er green'** (ĕv'ĕr grĕn').

Green all the year. The pine is an *evergreen* tree.

**ex am'i na'tion** (ĕg zĕm'ĭ nĕsh'n) 60.

A test. We had a history *examination* yesterday. The doctor gave me a complete *examination*.

**ex cite'ment** (ĕk sĭt'm'nt) 44.

State of having strong feelings. There was great *excitement* while the barn was burning.

**ex ec'u tive** (ĕg zĕk'ŭ tĭv) 51.

A person who has charge of or manages things. One *executive* of that company sees that their products are shipped promptly to the people who want them.

**\*ex pense'** (ĕks pĕns').

Cost. The *expense* of the family vacation was very great.

**\*exper'i ment'** (ĕks pĕr'ĭmĕnt').

A trial or trying out. He carried out an *experiment* to see if lightning is electricity. Make tests to find out whether something can be done. He had to *experiment* a long time before he found a way to make stronger rubber.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ĕ, met; ĕ, baker; ĕ, begin; ĭ, ice; ĭ, is; ō, old; ô, not; ô, obey; ô, or;

**ex treme'ly** (ěks trēm'li) 22.

Very. He was *extremely* quiet.

## F

**\*fan** (făn). 1. Something that moves air to make one feel cooler. It was so hot in the office they turned on the electric *fan*. 2. Move air to make one feel cooler. The man on the porch started to *fan* himself with a palm-leaf fan. 3. A person much interested in something. He was a great baseball *fan*.

**\*fel'laws** (fěł'ōz). Men or boys. Come on, *fellows*, let's play ball.

**\*file** (fil). 1. Put papers away in good order. Mr. King asked his secretary to *file* the letters. 2. A place where papers can be kept in order. We put the cards with addresses on them in the *file*. 3. A tool for making something smooth. Father used a *file* to get the rough edge off the piece of metal. 4. To make smooth with a rough metal tool. The dentist will *file* off the rough edge of the filling. 5. A row. The path was so narrow that we had to walk in single *file*.

**fit** (fit) 90. 1. Be right in size. The slipper did not *fit* me. 2. In good health. He was

strong and *fit*. 3. Prepare. Everything was done to *fit* him for the work he was to do. 4. An attack or a spell. The child had a *fit* of laughter.

**flash'light'** (flăsh'lit') 76. A little electric light that one can carry about. She used her *flashlight* to see the way because it was so dark.

**flies** (fliz) 72. 1. Does fly. The jet plane *flies* faster than sound travels. 2. Insect pests. The house is screened to keep out *flies*.

**float** (flōt) 74. Move along in the air or on top of water. The white clouds *float* above me. A boat can *float* in the water.

**flour** (flour) 44. Grain grōund very fine. Bread and cake are made with *flour*.

**fold** (fōld) 64. 1. Bend. Please *fold* the letter and put it in its envelope. 2. Clasp, or lay close to the body. Soon the bird will *fold* its wings and sleep.

**fork** (fôrk) 20. 1. A tool with two or more long points used to pick up food. The child has now learned to eat with a *fork*. 2. A branching or dividing. At the bottom of the hill there is a *fork* in the road.

**for'tune** (fôr'tūn) 24. 1. A large amount of money. A

û, use; ŭ, us; û, turn; û, unite; oō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



relative they had not known very well left them a *fortune*. 2. Luck. She told her mother of her good *fortune* in being the winner of the first prize.

**for'ward** (fôr'wêrd) 44. Ahead. I took a *step forward*. She looked *forward* to her vacation.

**\*foun'tain** (foun't'n). Water rising in the air from a pipe and then falling. We had a drink from the *fountain* in the park.

**four'teenth'** (fôr'tēnth') 90. After thirteenth. On the *fourteenth* of next month we start our vacation.

**\*fowl** (foul). 1. A rooster or hen. Mother did not buy the *fowl* the butcher showed her. 2. Large birds in general. We saw many wild *fowl* as we drove along the beach.

**freeze** (frēz) 76. Become hard because of the cold. I think the water in the pond will *freeze* tonight.

**froze** (frōz) 60. Became hard because of the cold. The milk *froze* in the bottle before we took it into the house.

**fry** (fri) 62. Cook in fat. Mother decided to *fry* the chicken.

**ft.**—38. Short for *foot* or *feet*.

**\*fudge** (fūj). A kind of chocolate candy, often homemade. Let's make *fudge*.

**\*funds** (fündz). Money. They

were without *funds*, so we took up a collection for them.

## G

**\*gain** (gān). 1. Get. Obtain. Jane tries to *gain* attention. 2. Add to what one has. How much weight did you *gain*? 3. Added income. His business had a good *gain* last month.

**geese** (gēs) 62. More than one goose, which is a bird with a long neck. The wild *geese* are flying south for the winter.

**germs** (jûrmz) 20. Very tiny plants or animals that cause disease. Milk is heated to kill *germs* that may be in it.

**giv'er** (giv'ēr) 34. One who gives. The *giver* of this money for the hospital does not wish his name to be known.

**gold'smith'** (göld'smith') 24. One who makes things of gold. The *goldsmith* is making a beautiful gold vase.

**\*golf** (gölf). A game played out of doors with clubs and a ball. Mr. Miller hit the *golf* ball a long distance.

**goods** (göödz) 64. 1. Things having value. These factories produce many kinds of *goods*. 2. Cloth. That is a pretty piece of *goods*.

**gov'erned** (güv'ěrnd) 48. Ruled. A man sent by the king *governed* the colony.

**\*grad'ers** (gräd'ěrz). 1. Per-



sons who divide things into groups or classes. The apple *graders* were very busy in the autumn. 2. Pupils in a particular year at school. They learned to read when they were first *graders*.

**gram'mar** (grăm'ēr) 62. The rules for using a language correctly, or a study of these rules. We do not like to make mistakes in *grammar*. In *grammar* we learned to pick out the subject of a sentence.

**\*grape'fruit'** (grāp'frōot'). A large, round fruit. Edna put sugar on the *grapefruit* she had for breakfast.

**grease** (grēs) 30. 1. Fat or oil. There was a spot of *grease* from the meat on my apron. 2. Put fat or oil on. Ned is going to *grease* his bicycle tomorrow.

**\*greas'y** (grēs'ī). Soiled with grease. After the man worked on the engine of the car, his hands were *greasy*.

**gro'cer ies** (grō'sēr īz) 88. Things to eat. Among the *groceries* we bought were cans of soup, a bag of sugar, and a bag of salt.

**gro'cer y** (grō'sēr ī) 32. A store where one can buy things to eat. You can get a loaf of bread in the *grocery* at the corner.

**\*grounds** (groundz). 1. Land

around a building. The school *grounds* were kept beautiful. 2. Sediment. The coffee *grounds* settled to the bottom of the coffee pot.

**\*gulf** (gŭlf). A part of the sea that extends into the land. The *Gulf* of St. Lawrence is between New Brunswick and Newfoundland.

## H

**halls** (hōlz) 34. Corridors. Don't make too much noise in the *halls*.

**ham'mer** (hām'ēr) 24. 1. A tool used to pound with. The head of the *hammer* was a little loose on the handle. 2. Beat or drive. Dick is going to *hammer* down the nails.

**han'dle** (hăn'd'l) 18. 1. Touch, hold, or move with the hands. *Handle* the mirror carefully. 2. The part of something that is held in the hand. The *handle* of the shovel is broken.

**hand'y** (hăn'dī) 58. 1. Useful. Convenient. The shelf for books near the desk was *handy*. 2. Able to use one's hands well. Mother made this coat for me; she is very *handy* with a needle.

**\*hap'pi er** (hăp'ī ēr). More joyful. No one could have had a *happier* Christmas.

**hap'pi ness** (hăp'ī nīs) 48. Joy.

ū, use; ŭ, us; ú, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## HARDEN

It gave Mr. and Mrs. Cox great *happiness* to have their daughter well again.

**hard'en** (här'd'n) **82.** 1. Make hard. We *harden* steel by mixing other metals with it. 2. Get hard. As the candy cools, it will *harden*.

**hard'est** (här'd'ist) **16.** Most difficult. The last part of the climb up the mountain was the *hardest*.

**\*hard'ware'** (här'd'wâr'). Articles made of metal, as tools and locks. We can get a new screw driver at the *hardware* store.

**har'ness** (här'nis) **32.** 1. The leather straps that go on a horse or other animal to attach it to something, as a carriage. After we took the *harness* off the pony, we cleaned it and hung it up. 2. Put the leather straps on a horse or other animal to attach it to something, as a carriage. Mr. Gray is ready to *harness* the horse to the wagon.

**haul** (hâl) **28.** Pull. Drag. The dogs *haul* the sled over the snow and ice.

**heat** (hēt) **74.** 1. State of being hot or warm. They wore hats to protect their heads from the *heat* of the sun. 2. Make hot or warm. Will you please *heat* the baby's milk?

## HOLLOW

**\*hem** (hēm). 1. The folded edge on clothing or other articles of cloth. Mother has my dress finished except for the *hem*. 2. Sew a folded edge on cloth. My aunt has six new towels to *hem*.

**high'est** (hī'ist) **80.** 1. Tallest. The *highest* mountains in the world are in Asia. 2. At the top. She was *highest* in her class.

**hill'y** (hī'ī) **76.** Having hills. Not level. We live in the *hill'y* part of town.

**his tor'i cal** (hīs tōr'ī k'l) **90.** Known in history. About events that happened in the past. She likes to read *historical* novels.

**hitch** (hīch) **66.** 1. Fasten. We decided to *hitch* our sleds together. The man is going to *hitch* his horse to the post. 2. A difficulty. There was a *hitch* in our plans; so we had to have the picnic later.

**hog** (hög) **12.** A pig. That *hog* is ready to be sent to market.

**hold'er** (hōl'dēr) **68.** A person or thing that holds or has something. He is the *holder* of the world's record for running 100 yards. Did you put your umbrella in the *umbrella holder*?

**\*hol'low** (hōl'ō). Empty. Having nothing inside. A drum is *hollow*.

ā, ate; ä, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; î, ice; ĩ, is; ô, old; ô, not; ô, obey; ô, or;

\***hon'our a blē** (ɔn'ēr ā b'l). 1. Worthy of honour. Noble. It was *honourable* of the boy to tell the principal that he was the only one to blame. 2. A title used in addressing certain high officials. To the *Honourable* James Sumner. . . .

**hook** (hōök) 44. 1. The coat had fallen off the *hook*. The fish was caught on the *hook*. I must sew this *hook* back on my dress. 2. Kay almost forgot to *hook* the back of her collar.

\***hooky** (hōök'ī). Staying away from school without good reason. He played *hooky* and went fishing.

**hop** (hōp) 88. Children sometimes like to *hop* on one foot. We could see the robin *hop* about the lawn.

**hop'ing** (hōp'ing) 48. I was *hoping* it wouldn't rain today.

**hose** (hōz) 58. 1. Stockings. Joan received two pairs of *hose* for her birthday. 2. Rubber tube for carrying a liquid, often water. Father used the *hose* last night to water the lawn.

**how's** (houz) 88. Contraction for *how is*.

## - I

**i'cy** (ī'sī) 76. 1. Covered with ice. The horse nearly fell on

the *icy* road. 2. Like ice. The water we swam in was *icy*. **i'dle** (ī'd'l) 74. Doing nothing. She had stopped sewing; her hands were now *idle*.

**im ag'ine** (ī māj'n) 64. Form an idea. Pretend in one's mind. Try to *imagine* the time when there were no automobiles. Sue liked to *imagine* she could travel on a flying carpet.

**im me'di ate ly** (ī mē'dī īt lī) 92. At once. *Immediately* the dog ran after the ball. Take the cake out of the oven *immediately*.

**im prove'ment** (īm prōōv'm'nt) 34. 1. State of being better. Gain. The boy's drawing shows *improvement*. 2. Something which is better. The new airplanes are a great *improvement* over the first ones made.

\***in**. Short form for *inch* or *inches*.

**in'de pend'ence** (īn'dē pēn'd'ns) 48. Freedom. The people in the colonies declared their *independence*.

**in'dex** (īn'dēks) 64. 1. The list of topics at the back of a book or in a file drawer. The names of the people mentioned in the book are in the *index*. 2. Pointing. The *index* finger is next to the thumb.

\***in'doors'** (īn'dōrz'). In or in-

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## INJURED

to a house or building. When it rains we play *indoors*. Jim went *indoors* to listen to the radio.

**\*in'jured** (in'jěrd). Harmed. Hurt. He was seriously *injured* when he fell on the ice. The bugs have *injured* a number of our potato plants.

**in'ner** (in'ěr) **36**. Farther in. Inside. The books were stored for the summer in an *inner* room of the school. You can eat the *inner* part of a chestnut.

**in'stru ments** (in'strō m'nts) **24**. 1. Objects that produce music. The members of the band brought their *instruments* so that they could practise together after school. 2. Tools. Dentists and doctors use many different *instruments* in their work.

**in'ter est** (in'těr ist) **82**. 1. Attention to or liking for. John has great *interest* in the Boy Scouts. 2. Money paid for the use of money. The *interest* on our mortgage is due in June of every year.

**in'tro duced'** (in'trō dūst') **92**. 1. Made known. Marjorie Ann *introduced* her cousin to her school friends. 2. Brought into use. Silk was *introduced* into Europe in the Middle Ages.

**in'vi ta'tions** (in'vī tā'sh'nz) **34**. Friendly requests. We sent

## JEALOUS

*invitations* to our parents to come to see the work we had done in school.

**it self'** (it sělf') **78**. The airplane cannot start *itself*. The house *itself* was on a hill.

## J

**jack'et** (jăk'it) **76**. 1. A short coat. The sailor wears a blue *jacket* when it is cold. 2. A paper covering. The *jacket* kept the cloth cover of the book clean.

**\*jacks** (jăks). 1. A small iron toy. Little girls like to play with *jacks*. 2. Tools for lifting heavy things. The wheels were raised with *jacks*.

**jan'i tor** (jăn'ĩ těr) **58**. A person who takes care of a building. The *janitor* keeps our school warm all winter.

**jars** (jărz) **20**. Vessels with wide mouths, often of glass. Mother put pickles in the *jars*.

**\*jaw** (jô). One of the two bones that form the lower part of the face. One of the teeth in my upper *jaw* will have to be pulled.

**jeal'ous** (jěl'ūs) **80**. Unhappy because someone gets more attention or is more successful. Henry was *jealous* when Jim went to the circus. I was *jealous* because my cousin got a new fur coat and I couldn't have one too.

ā, ate; ă, at; ă, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice;  
ĩ, is; ō, old; ō, not; ō, obey; ô, or;

**jew'els** (jōō'lz) 78. Valuable ornaments. Gems. The queen wore many *jewels* when she received the visitors.

**\*joy** (joi). A glad or happy feeling. When Bobby saw his Christmas presents he jumped with *joy*.

**ju di'cial** (jōō dīsh'li) 51. Having to do with justice. *Judicial* matters are considered in our courts. The courts are the *judicial* part of our government.

## K

**\*keep'ing** (kēp'ing). 1. Holding. He is *keeping* it safe for me while I am away. 2. Managing. My aunt is *keeping* house for us while my mother is away.

**ket'tle** (kēt'li) 18. A metal vessel used for boiling liquids. Mother boiled water for the tea in the *kettle*.

**\*key** (kē). An instrument, usually metal, used to open and close a lock. The *key* turned easily in the lock and the door opened.

**kin'der gar'ten** (kīn'dēr gār't'n) 80. A school or class for young children, who spend much of the time playing. The children in *kindergarten* are learning to weave mats.

**\*kind'ly** (kīnd'li). 1. Kind.

Pleasant. The old man listened to the boy's story in a *kindly* way. 2. In a friendly way. The farmer *kindly* let us use his telephone.

**\*knees** (nēz). The joints at the middle of the legs. When I fell on the playground I scraped the skin on my *knees*.

**knives** (nīvz) 20. Flat metal pieces with handles, used for cutting. The *knives* go at the right side of the plates. The butcher has sharp *knives* to cut the meat.

**knot** (nōt) 20. 1. A twisting together of parts or pieces of cord or thread or the like. There was a tight *knot* in the string on the package. 2. Twist together parts or pieces of cord or thread or the like. Try not to *knot* your thread as you sew. 3. Hard spot in a tree where a branch grows out. The *knot* crackled as it burned.

## L

**la'bour** (lā'bēr) 78. Work. 1. It took a great deal of *labour* to build that tunnel. 2. The men had to *labour* in the fields under the hot sun.

**lace** (lās) 16. 1. Open material of thread, used for ornament. The bride had white *lace* on her wedding dress. 2. Fasten by putting a cord through

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

holes. Jack was in such a hurry he nearly forgot to *lace* one shoe.

**lad'der** (lăd'ēr) 76. Something used for climbing. Mother climbed the *ladder* to put the curtains up. The painter rested the *ladder* against the house.

**lard** (lărd) 12. The fat of pigs. Mother put *lard* in the dough for the pie.

**larg'er** (lăr'jēr) 90. Bigger. The Pacific Ocean is *larger* than the Atlantic Ocean.

**lawn** (lôn) 72. Ground covered with grass that is kept cut. The boy mowed the *lawn* once a week.

**\*lay'er** (lă'ēr). Something that is laid above or below another thing. There was a *layer* of dust on the table. Mother put a *layer* of apple on top of the pudding.

**lay'ing** (lă'ing) 16. 1. Putting down. They are *laying* their wraps on the sofa. 2. Putting in order. *Laying* bricks is a good trade. 3. Producing eggs. Mrs. Smith's hens have stopped *laying*.

**league** (lēg) 72. A group of persons or teams or nations formed for a special purpose. The teams in the baseball *league* will begin to practise this month.

**leak** (lēk) 74. 1. A crack or hole that lets something run

through that should not. The rain came through a *leak* in the roof of our house. 2. Run through a hole or crack that should not be there. We could see the sugar *leak* through the hole in his bag.

**leav'ing** (lēv'ing) 42. 1. Going away. I'm *leaving* for the Maritimes tonight. 2. Going away from. He is *leaving* town. 3. Giving in one's will. He is *leaving* all his property to his children.

**leg'is la'tive** (lēj'is lă'tiv) 51. Having to do with the making of laws. The *legislative* body sits at Ottawa.

**\*lem'on** (lēm''n). A small, yellow, sour fruit. Mother is cutting a *lemon* for the tea. We decided we needed another *lemon* for the lemonade.

**\*lem'on ade'** (lēm'' n ād'). A drink flavoured with sweetened lemon juice. Tom drinks *lemonade* on warm afternoons.

**length** (lēngth) 22. A measure of how long a thing is. What is the *length* of your garden? The *length* of time required for the trip was more than we thought it would be.

**less** (lēs) 90. Not so much. There is *less* chance of accident with a careful driver. There is *less* sun on a cloudy day than on a sunny day.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or;



**\*let'ting** (lět'ing). Allowing. Peggy is *letting* her hair grow longer. Mr. Flagg is *letting* the boys camp in his field.

**lib'er ty** (lib'ēr tī) 48. Freedom. The government of that colony did not give the people much *liberty*.

**lid** (līd) 60. A cover that can be taken off. Keep the *lid* on the pot until the potatoes are boiled.

**light'ed** (lit'id) 54. 1. Given light. The schoolroom is well *lighted*. 2. Came down on. Many birds *lighted* on the branches.

**\*lil'ies** (līl'iz). Flowers that grow from bulbs. My sister carried white *lilies* when she was married.

**\*limb** (līm). 1. A large branch. A *limb* broke off the tree during the storm. 2. An arm, a leg. A bathing suit leaves each *limb* bare.

**lin'en** (līn'in) 90. A kind of cloth or thread made from flax. Mother bought some *linen* to make napkins.

**liv'ing** (līv'ing) 44. 1. Not dead. Who is the greatest *living* musician? 2. What one uses in order to live. He has earned his *living* since he was a boy.

**\*loop** (lōop). 1. A thread, rope, or piece of wood or metal made into a curve. There was a *loop* of cord for

each button down the front of her dress. 2. Curve a thread, rope, or piece of wood or metal. First *loop* the ribbon if you want to make a bow.

**lose** (lōōz) 23. No longer have. Fail to keep. I must be careful not to *lose* my umbrella. Joe tries not to *lose* his temper.

**loved** (lūvd) 86. 1. Did love. He *loved* his family and worked hard for them. 2. Very well liked. The doctor was the best *loved* man in town.

**low'er** (lō'ēr) 66. 1. Farther down. My school grades are *lower* this term because I was out sick. We are going to hang the picture *lower* on the wall. 2. Let go down. The captain gave the order to *lower* the boats.

**\*low'est** (lō'ist). Farthest down. She was standing on the *lowest* step. That was the *lowest* price at which they would sell the house.

M

**\*ma'am** (mām). Madam. "Yes, *ma'am*," the boy said to the woman, "I'll carry the package to your house."

**main** (mān) 54. Most important. The *main* character in the play was the princess.

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.



## MAJESTIC

The *main* road went along the lake.

**\*ma jes'tic** (mā jēs'tik). Grand. Royal. The scene at the Grand Canyon was a *majestic* one. The queen looked *majestic* in her beautiful robes and jewels.

**ma'jor** (mā'jēr) 68. 1. An army officer. The captain did such good work that he was made a *major*. 2. Greater. We spent the *major* part of the summer in the country.

**man'u al** (mān'ū āl) 16. 1. A book of instructions. In making the airplane model I followed the directions in the *manual*. 2. Done with the hands. A carpenter does *manual* work.

**ma'ples** (mā'p'lz) 20. Trees of a certain kind. The sap of some *maples* is sweet and can be used to make maple sugar.

**\*marsh'mal' lows** (mārsh'māl' ōz). Soft white candies. The boys toasted *marshmallows* over the fire.

**\*mate** (māt). 1. One of a pair. Can you find the *mate* to this shoe? 2. A husband or wife. The husband was lonely after his *mate* died. 3. A person in a ship's crew who assists the captain. The first *mate* ran the ship while the captain rested.

**mean** (mēn) 36. 1. Have in

## MERRY-GO-ROUND

mind. I don't know what you *mean* when you say that.

2. Unkind. He was *mean* to his mother.

**meas'ure** (mězh'ēr) 62. 1. Find how long or how much. We use a clock to *measure* time. 2. An amount or quantity. An inch is a *measure* of length.

**melts** (mēlts) 76. Changes from a solid to a liquid. The sun *melts* the snow.

**mem'bers** (mēm'bērz) 86. 1. Persons who belong to a group. All the *members* of the club went to the picnic. 2. Parts of the body. Our eyes are perhaps our most important *members*.

**mem'ber ship** (mēm'bēr ship) 92. All the members of a group. The *membership* of the House of Commons is larger than it was years ago.

**mem'o ry** (mēm'ō rī) 86. 1. Mary sang the song from *memory*. 2. The art collection was in *memory* of Judge and Mrs. North.

**\*mend** (mēnd). Repair. Dorothy will have to *mend* the tear in her dress.

**\*men's** (mēnz). Belonging to men, or of men. *Men's* clothes are easier to buy than women's.

**mer'ry-go-round'** (mēr'ī-gō-round') 88. A platform that

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; î, ice; ĭ, is; ō, old; ō, not, ô, obey; ô, or;

## METAL

## MOP

a machine turns around and around, often with music. Children like to ride on the horses on the *merry-go-round*.

**met'al** (mět'ı) **24.** Material found in ores in the earth. Iron is one kind of *metal*; gold and silver are others.

**meth'od** (mėth''d) **16.** A way to do something. The book tells about the early *method* of lighting homes.

**mid'way'** (mıd'wā') **66.** In the middle. There is a steep hill *midway* between here and the city.

**\*might'y** (mıt'ı). Strong. With one *mighty* tug he moved the stone.

**mil'i tar'y** (mıl'ı těr'ı) **68.** Having to do with soldiers or the army. There was a *military* band in the parade.

**min'er** (mın'ěr) **24.** A man who works in a mine. While the coal *miner* was in the mine he did not see any sunshine.

**min'i a ture** (mın'ı ā tūr) **68.** 1. A small painting. He painted a *miniature* of his mother. 2. Made very small. Ethel has a set of *miniature* dishes to play with.

**mink** (mıngk) **60.** A small animal with brown fur. The fur of the *mink* is used for women's coats and coat collars.

**missed** (mıst) **90.** 1. Was too late for. I got up late and

*missed* the train. 2. Failed to find. Early explorers *missed* the Northwest Passage. 3. Was lonesome for. When you didn't come, I *missed* you.

**mis takes'** (mıs tāk's') **80.** Errors. I made two *mistakes* on my history test.

**mix** (mıks) **18.** 1. Stir or put together. I had to *mix* the paints to get the right colour. The baker is getting ready to *mix* some dough for bread. 2. Get along with. We think the new boy is going to *mix* well with his classmates.

**mixed** (mıkst) **28.** 1. Did mix. Grandmother *mixed* a cake. 2. Varied. He saw his birth-place again with *mixed* feelings. The audience was a *mixed* one—men and women, old and young, rich and poor.

**mod'ern** (möd'ěr) **64.** New. Having to do with the present time. The *modern* airplane goes fast and is very safe.

**\*mould** (möld). 1. Very small plants that grow in warm, damp places. The bread was damp and had green *mould* on it. 2. Shape or form something. See if you can *mould* a little vase from the clay.

**mon'i tor** (mön'ı tēr) **80.** A pupil who has special duties. One *monitor* came in early to clean the blackboards.

**mop** (möp) **32.** 1. A bundle of

ũ, use; ũ, us; ũ, turn; ũ, unite; ȳ, shoot; ȳ, foot; ou, about; oi, oil; tũ, nature; th, then; th, thin; zh, garage.

## MOSQUITOES

cloth or yarn on a handle, used for cleaning. Bess used a dish *mop* when she washed dishes. 2. Clean with a bundle of cloth or yarn on a handle. Martin is going to *mop* the kitchen floor.

\***mos qui'toes** (mūs kē'tōz). Insects, the females of which bite or sting. *Mosquitoes* have spoiled more than one picnic. Some *mosquitoes* cause disease.

\***moss** (mōs). Short, fuzzy, greenish brown growth on trees or rocks. He found his way by noticing on which side of the trees the *moss* grew most thickly.

**most'ly** (mōst'li) 44. Chiefly. In the desert they travelled *mostly* on camels.

\***mule** (mūl). An animal that is half horse and half donkey. We saw the *mule* trot along with a heavy load on its back.

**mul'ti pli ca'tion** (mūl'tī plī kā'sh'n) 38. A short way of finding the answer when a number is added a certain number of times. The answer by *multiplication* to  $3 \times 3$  (9) is the same as the answer by addition to  $3 + 3 + 3$  (9).

**mul'tiply'** (mūl'tīplī') 38. Find the answer in a short way when a number is added a certain number of times.

## NECESSARY

The teacher said that we should be able to *multiply* 10 times 5 in our heads.

**mu se'um** (mū zē'm) 78. A place where collections of interesting or valuable objects are kept. There are many oil paintings at the art *museum*.

## N

**nap'kins** (năp'kīnz) 58. Pieces of paper or cloth used at the table for one's fingers or mouth. Betty is going to hem six *napkins* for her mother.

**na'tion** (nā'sh'n) 48. The body of people in a country that is united under a single government. Canada is a *nation*.

**nat'u ral** (năt'û r'l) 92. According to nature. It is *natural* for birds to fly. It is *natural* for Mark to write with his left hand. Ellen's curls are *natural*.

\***na'vy** (nā'vī). The ships for fighting that a country has. We have many ships in our *navy*.

**neat** (nēt) 60. In good order. When we left school this afternoon, all our desks were *neat*.

**neat'ly** (nēt'li) 78. Carefully and in good order. The package from the store was *neatly* wrapped.

**nec'es sar'y** (nēs'ě sēr'ī) 86.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; I, ice; I, is; ō, old; ō, not; ō, obey; ō, or;

Required. Important. It is *necessary* to have air in order to breathe.

**need'ed** (nēd'id) 51. Had to have, required. He needed better food if he was to get well.

**\*Ne'gro** (nē'grō). 1. A person belonging to a large group of people with dark skin. This poem was written by a *Negro*. 2. Having to do with a large group of people with dark skin. We liked the *Negro* songs we heard at the theatre last night.

**neigh'bour** (nā'bēr) 32. A person who lives near another. In the country Mr. Crane's nearest *neighbour* was a half mile away.

**news'pa'pers** (nūz'pā'pērz) 64. Printed papers that give the news of the day. He got off the train and bought several *newspapers*.

**nice'ly** (nīs'li) 82. With great care and with good results. She sewed the hem *nicely*.

**nic'er** (nīs'ēr) 16. 1. More carefully made. This plan of the house is a *nicer* one than the other. 2. More pleasing. We are having *nicer* weather this week than we had last week.

**no'bles** (nō'b'lz) 42. Persons of high birth or rank. The *nobles* of the king's court went hunting.

**\*nois'y** (noiz'ī). Loud. Full of noise. The schoolyard is *noisy* after school is out.

**now'a days'** (nou'à dāz') 78. In these days. *Nowadays* many people travel by airplane.

**\*nu'mer als** (nū'mēr 'lz). Numbers. Sometimes there are Roman *numerals* on the face of a clock.

## O

**oat'meal'** (ōt'mēl') 20. Meal made of oats. We put cream and sugar on the *oatmeal* we had for breakfast.

**ob'ject** (ōb'jēkt) 24. 1. Thing. What is that *object* we can see down the road? 2. Purpose. The first *object* of the meeting is to elect a new president.

**ob ject'** (ōb jēkt'). 24. Find fault with. Oppose. I *object* to walking down all those icy steps.

**ob jec'tions** (ōb jēk'sh'nz) 48. Reasons for not liking. One of my *objections* to doing the work at night is that the light is not good.

**ob jec'tives** (ōb jēk'tīvz) 34. Things one hopes or plans to get done. Goals. My *objective* for next summer is to gain five pounds.

**off'ered** (of'ērd) 86. A house was *offered* for sale. I *offered* to help with the dusting.

**off'ice** (of'īs) 46. Aunt Jane

## OPERA

went to the doctor's *office* because she had a bad cold.  
**op'er a** (öp'ēr à) 42. A play in which the characters sing their parts. Did you listen to the *opera* on the radio last Saturday afternoon?

**op'po site** (öp'ō zīt) 88. 1. Facing. He lives on the *opposite* side of the street. 2. Antonym. "Short" is the *opposite* of "long".

**o'ral** (ō'r'l) 54. Said aloud. The *oral* tests are as hard as the written ones.

**or'ches tra** (ôr'kēs trā) 42. 1. A group of people producing music together on various instruments. The *orchestra* played for assembly. 2. The main floor of a theatre. We sat in the *orchestra* when we went to the Christmas play.

**ore** (ōr) 74. Metal in the rock in which it is found. Iron *ore* is found near Lake Superior.

**or'gan i za'tion** (ôr'g'n.ī zā'sh'n) 92. Group united by common interests. That automobile company is a big *organization*.

**or'gan ized** (ôr'g'n īzd) 48. Put into working order. We *organized* a baseball team.

**out'line'** (out'lin') 64. General plan. The teacher told us to make an *outline* before writing the report.

**ov'en** (ŭv'n) 76. The bread

## PARAGRAPH

was baked in a hot *oven*.

**o'ver alls'** (ō'vēr ôlz') 36. He wore *overalls* to protect his suit.

**o'ver shoes'** (ō'vēr shōōz') 58. Rubber or felt shoes worn over other shoes to protect them. The snow was so deep that we needed our *overshoes*.

## P

**pag'eant** (pāj'nt) 42. An elaborate show, often out of doors. The children gave a *pageant* about the early days in Canada.

**pail** (pāl) 28. Bucket. Mr. Parker filled a *pail* with water and carried it to the barn.

**pain** (pān) 46. 1. An ache or a hurting feeling. The dentist gave her a drug so that she would not feel the *pain*. 2. Hurt. Does your injured arm *pain* you?

**\*par'a chute'** (pār'à shōōt'). Something like a large umbrella with cords attached to a person to slow down his fall through the air. The man jumped from the airplane with his *parachute* and landed safely.

**par'a graph'** (pār'à grāf') 54. Several sentences about one subject, written in a group. The first *paragraph* tells

about the region where the tribe lived.

**par'don** (pär'd'n) **28.** 1. Excuse. *Pardon* me for interrupting, but there is a telephone call for you. 2. Act of excusing or setting free. The prisoner is trying to obtain a *pardon* from the governor.

**Par'lia ment** (pär'li mēnt) **48.** National legislative body. 1. The *parliament* met in Ottawa. 2. He visited the *Parliament* Buildings in Regina.

**\*pat** (pät). 1. Tap lightly. Bill will *pat* the dog when he brings back the ball. 2. A light tap. Father gave Anne a *pat* on the back when he saw her report card.

**patch** (päch) **60.** 1. Mother put a *patch* on my coat where it was torn. 2. Helen is going to *patch* the tablecloth.

**pat'tern** (pät'ēr) **16.** 1. A model. Mother cut out a *pattern* to use in making me a new dress. 2. A design. The *pattern* in the material is very pretty.

**paved** (pāvd) **90.** Several streets have been *paved* lately.

**pave'ment** (pāv'm'nt) **30.** The *pavement* was made of cement.

**\*peach'es** (pēch'iz). Juicy fruits with pits in them. Last summer we helped pick the *peaches* from the trees in the orchard.

**pe cans'** (pē kanz') **12.** Nuts that grow in the southern

part of the United States. We had *pecans* and chocolate on our ice cream.

**\*ped'dler** (pēd'lēr). The *peddler* goes from house to house selling small articles.

**ped'dles** (pēd'lz) **64.** Sells from door to door. We can get some potatoes from the man who *peddles* vegetables.

**\*peel** (pēl). Take the skin off. Mother will have to *peel* the apples for the pie.

**\*pen in'su la** (pēn in'sū lā). Land that is almost surrounded by water. Italy is a *peninsula*.

**\*pen'nies** (pēn'iz). Cents. I gave the man five *pennies* for the morning paper.

**per cent'** (pēr sēnt') **38.** To each hundredth. Five is ten *per cent* of fifty. Only one *per cent* of the pupils was absent.

**per'son's** (pūr's'nz) **92.** Of a person. A *person's* nature shows in his face.

**phys'i cal** (fiz'ī k'l) **78.** Of the body. Their bodies are made strong by *physical* exercise. The doctor gave each child a complete *physical* examination.

**pick'les** (pīk'lz) **62.** We ate *pickles* with our sandwiches.

**\*pier** (pēr). A platform where ships are loaded and unloaded. The boats came in at the *pier* to be loaded.

**\*pins** (pīnz). 1. Metal or

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.



wooden fastenings. The shirt was fastened with *pins*. Wooden *pins* were used in place of nails. 2. Fastens. She *pins* the dress together before sewing it.

**\*pis'tols** (pĭs't'łz). Small guns.

The policemen carry *pistols*.

**pitch'er** (pĭch'ēr) 20. 1. One who throws the ball to the person at bat in a baseball game. The *pitcher* played the whole game. 2. A vessel from which a liquid can be poured. Edna put a *pitcher* of milk on the table.

**\*pit'y** (pĭt'ĭ). 1. A sad fact. It is a *pity* that he is sick on his birthday. 2. Be sorry for. *Pity* the hungry. 3. A feeling of sorrow for. Have *pity* on the homeless sufferers!

**plain** (plān) 22. 1. Simple. *Plain* food is good for us. 2. Level land. The train came down out of the mountains onto the level *plain*.

**plan** (plān) 36. 1. We *plan* to see them when we are on our vacation. 2. The rain spoiled Jack's *plan* of going on a bicycle ride.

**planned** (plānd) 92. Each one *planned* to bring something different to the picnic.

**plant'er** (plān'tēr) 58. One who plants. The owner of a plantation. The *planter* owns many acres of land.

**play'ers** (plā'ērz) 42. Persons

who take part in a game or a play or use a musical instrument. The baseball *players* won the game. The banjo *players* played their tunes well.

**pleas'ant** (plēz'nt) 90. 1.

Pleasant. Swimming is *pleasant* exercise. 2. Cordial, amiable. She was *pleasant* to him in spite of his rudeness.

**pledge** (plēj) 68. Promise.

The soldiers made a *pledge* to defend their country. We *pledge* our friendship to the country across the border.

**\*plen'ti ful** (plēn'ti f'ł). Abundant. Sufficient. There were *plentiful* harvests that year.

**\*pock'et book'** (pŏk'ĭt bŏŏk'). She put her change in her *pocketbook*.

**\*poles** (pŏlz). 1. The clothesline was propped up with *poles*. 2. Opposite ends. It is cold at both *poles* of the earth.

**pol'ished** (pŏl'isht) 58. Made to shine. I *polished* my shoes.

**po lite'** (pŏ lit') 86. Having good manners. The man who ran the bus was always *polite* to the people who asked questions.

**po'nies** (pŏ'nĭz) 66. Small horses. The children were riding on the backs of the *ponies*.

**\*pop** (pŏp). 1. The turtle began to *pop* its head out of its shell. 2. We heard the cork of the bottle suddenly *pop*.

**po si'tion** (pŏ zĭsh'n) 54. 1.



Place. What *position* on the football team do you play?

2. Job. My sister has a new *position* as secretary.

3. Posture. Are you sitting in a comfortable *position*?

**poul'try** (pōl'trī) 60. Chickens, ducks, turkeys, and the like. Mr. Bates raises *poultry* on his farm.

**pow'er** (pou'ēr) 51. 1. Energy. Electricity is used to furnish *power*. 2. Authority. Our government has *power* to make laws.

**prac'tice** (prāk'tis) 36. 1. It takes *practice* to be a good pitcher. 2. We make a *practice* of going to school at the same time each day.

**prai'rie** (prâr'ī) 60. Land with grass but few trees. Corn is raised on the *prairie*.

**pre pare'** (prê pâ'r') 18. Get ready. He must *prepare* for a long journey.

**press** (prēs) 64. 1. The man had to *press* on the key of the machine. 2. Nick has a small printing *press*. 3. The school news was given to the *press*. 4. I have to *press* my dress.

**pre vent'** (prê vënt') 66. Keep from happening. You should go to the dentist to *prevent* trouble with your teeth.

**\*pris'on** (prīz'n). A place where people who have broken the law are kept. There were thick walls

around the *prison*.

**\*pro pel'ler** (prō pēl'ēr). A part of a machine that turns around very fast and helps to drive it. A *propeller* helps the airplane to fly.

**prop'er ly** (prōp'ēr lī) 54. Correctly. The dress fits the girl *properly*. The children were taught to behave *properly*.

**\*proved** (prōōvd). 1. Turned out. The class play *proved* to be a big success. 2. Showed to be so. Alice *proved* that she had the right answer.

**pro vide'** (prō vid') 12. Supply. Their sheep would *provide* some food. Trees *provide* us with shade, wood, and nuts.

**\*pro vid'ed** (prō vid'īd). 1. Did furnish. The father *provided* plenty of food for his family. 2. If. I will go on the picnic *provided* the weather is good.

**pro vin'cial** (prō vīn'shāl) 51. Of or relating to a province. The *provincial* government employs many people.

**\*pure** (pūr). 1. Clean. They tell us whether the water is *pure*. 2. Perfectly. Entirely. One of my summer dresses is *pure* white.

**puz'zle** (püz'ī) 78. 1. Problem. I have just bought a picture *puzzle*. 2. Think a good deal

about. I had to *puzzle* over one question in the test.

## Q

**\*quack** (kwăk). 1. The cry of a duck. The duck went, "*Quack, quack.*" 2. One who pretends to have skill or knowledge that he lacks. He isn't a real doctor, he's a *quack*.

**quar'ter** (kwôr'tēr) 92. 1. One fourth. We'll each have a *quarter* of the apple. 2. Twenty-five cents. The magazine cost a *quarter*. 3. Fifteen minutes. The game started at *quarter* past two.

**\*quick'er** (kwik'ēr). Faster. It is a *quicker* way because it is downhill.

**qui'et ly** (kwī'üt lī) 22. In a peaceful way. The baby is sleeping *quietly*.

**quilt** (kwilt) 60. A cover for a bed made of two layers of cloth with something soft and warm between. It took Marion a long time to make the *quilt*.

**\*quiz** (kwiz). An examination. Walter is studying for a geography *quiz* he will have tomorrow.

## R

**\*rack'et** (răk'it). 1. A great deal of noise. He knocked over a chair and made a *racket*. 2. An unlawful oc-

cupation. Playing hooky on warm afternoons became a regular *racket*.

**\*ra'di a'tor** (ră'dĩ ā'tēr). A set of pipes that give out heat. Now that there is a better fire in the furnace the *radiator* will be warmer.

**\*rail** (rāl). A bar of metal or wood. The *rail* around the cage helps to protect the children from the lions.

**rank** (răngk) 68. 1. Position. Title. If he does good work as a captain, he will be given the *rank* of major. 2. A row or line. We saw *rank* after *rank* of sailors in the parade.

**rap'id ly** (răp'id lī) 66. Fast. Max walked *rapidly* because it was a cold day.

**\*read'ers** (rēd'ērz). 1. People who read. The library was filled with *readers*. 2. Books to teach reading. They took home their *readers* but left their arithmetics at school.

**re ceipt'** (rē sēt') 58. Written report that money or things have been received. I signed a *receipt* for the telegram.

**rec'ord** (rĕk'ĕrd) 48. 1. Written account. She keeps a *record* of our absence from school. Our marks are on *record* in the office. 2. Something with which one can repeat sound of music or speech. I have just bought a new dance *record*.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; ī, icc;  
ı, is; ō, old; ō, not; ô, obey; ô, or;

**re cord'** (rê kôrd') 48. Write down. The secretary will *record* the minutes of the meeting.

**re move'** (rê mōōv') 74. Take away. Move from one place to another. Jenny is going to *remove* the veil from her hat.

**rent'ed** (rěnt'id) 76. 1. Took possession of for a time. We *rented* the house for a month from Mr. Jones. 2. Gave possession of for a time. Mr. Jones *rented* the house to us for a month.

**\*re serves'** (rê zûrvz'). 1. Extras. The police *reserves* were called out at the time of the big fire. 2. Keeps. The manager *reserves* the right to decide whether to open the office on Saturday or not.

**re sort'** (rê zôrt') 46. 1. A place to which people go for fun or rest. Our family has gone to the same summer *resort* for several years. 2. Turn to. Depend on. The doctor had to *resort* to a piece of sheet for a bandage.

**\*rid** (rĭd). 1. Free. Getting *rid* of flies is sometimes hard. 2. To make free. We tried to *rid* the house of flies.

**ri'fle** (rĭ'f'l) 58. A long-barrelled gun from which bullets are fired. The soldier raised his *rifle* to his shoulder

before he fired it.

**\*rim** (rĭm). 1. Edge. We decided to visit the other *rim* of the canyon. 2. Band around. The *rim* of the wheel fell off.

**\*rinse** (rĭns). Flood with water after washing. *Rinse* the clothes well so that you will get all the soap out of them.

**rise** (rĭz) 92. 1. Get up. I *rise* at six o'clock. 2. Stand up. The people will *rise* when she comes in. 3. Come into sight. People went to the top of the mountain at dawn to see the sun *rise*.

**\*rod** (rôd). 1. Pole. He took my *rod* and began to pull the fish out. 2. A measure of length. A *rod* is 16½ feet.

**\*ro'de o** (rô'dê ô). A display or show in which people ride horses and rope cattle. Men and women came from several provinces to take part in the *rodeo*.

**roots** (rōōts) 76. Parts of plants that grow in the ground. The *roots* of trees go far down into the soil.

**\*rot'ten** (rôt'n). Spoiled. The cabbage was *rotten* because it was left in the field too long.

**rough** (rŭf) 12. 1. Opposite of smooth. Sandpaper is *rough*. 2. Rowdy, impolite. The boys were too *rough* on the playground.

**\*rub** (rŭb). *Rub* the plates with the towel until they are dry

û, use; ŭ, us; û, turn; û, unite; ôō, shoot; ôō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## RUBBISH

**rub'bish** (rüb'ish) **72.** Waste matter. We keep our yard free from *rubbish*.

**rude** (rōod) **46.** 1. Rough, unfinished. The pioneers lived in *rude* log cabins. 2. Impolite. It is *rude* to point at people.

**\*rum** (rüm). A strong drink. *Rum* was imported from the West Indies.

**\*run'ner** (rүн'ēr). 1. Something that slides over snow or ice. I have a new *runner* on my sled. 2. A person or animal that runs. My horse is a fast *runner*.

**\*rust** (rүst). The old knife was covered with *rust*.

**\*rust'y** (rүs'ti). *Rusty* pins are dangerous.

## S

**sad'dle** (säd''l) **66.** 1. A leather seat put on a horse for the rider. Be sure the *saddle* is not too loose on the horse. 2. Put a leather seat on. At first the horse did not like to have me *saddle* him.

**safe** (sāf) **80.** 1. Free from harm or danger. The river was not *safe* because of the rapids. 2. A place where valuable things are kept. Mrs. Hart keeps her jewels in a *safe*.

**sail'ors** (sāl'ērз) **74.** Men

## SAWED

whose duties have to do with ships. When the ship was in a warm climate, the *sailors* wore their white suits.

**sa lute'** (sā lüt') **86.** 1. We *salute* the flag at assembly. 2. The soldier gave a smart *salute*.

**sam'ple** (sām'p'l) **16.** 1. Test. I would like to *sample* the cake before we serve it to our guests. 2. Example. Show me a *sample* of how you want the work done.

**sand'wich es** (sänd'wich iz) **88.** Two slices of bread with other food between. The *sandwiches* were filled with cream cheese and jelly.

**\*sand'y** (sän'di). Containing much sand. Beans grow well in *sandy* soil.

**sat'is fied'** (sät'is fid') **80.** 1. Feeling that one has had enough. After I saw the circus, I went home *satisfied*. 2. Ended by filling one's need. A drink of cool water *satisfied* my thirst.

**\*sauce** (sôs). We had cranberry *sauce* with the turkey. I had apple *sauce* for dessert today.

**\*sau'cers** (sô'sērз). Small plates for holding cups. We have new cups and *saucers*.

**\*sawed** (sôd). Did saw. I *sawed* a dead branch off the tree.

ā, ate; ā, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice;  
ı, is; ō, old; ō, not; ō, obey; ō, or;

\***schools** (skōōlz). 1. Buildings or classes for teaching. There are three elementary *schools* in my town. 2. Groups or gatherings of fish. The fishermen found several *schools* of mackerel.

**sci'ence** (sī'ns) 42. Study of the laws of nature. In *science* today we learned how light travels.

**scis'sors** (sīz'ērz) 16. Instrument with two blades, used for cutting. The *scissors* are so dull they do not cut well.

\***scrape** (skrāp). I tried to *scrape* the mud off my shoes.

\***screen** (skrēn). 1. The *screen* for the kitchen window needs mending. 2. The row of bushes will *screen* the house from the road. 3. Mr. White brought his *screen* and projector to show home movies.

\***screws** (skrōōz). 1. Fasteners that are twisted into the material they hold. Father fixed the door by putting in some new *screws*. 2. Fastens by turning a screw, often in wood. Uncle Jack *screws* the cover on the box very fast.

**sea'port'** (sē'pōrt') 44. A harbour on the seacoast. Halifax is an important *seaport*.

**se cure'** (sē kūr') 78. 1. Safe. The bonds will be *secure* in a box in the bank. 2. Get. Can you *secure* two tickets for the circus?

\***see'saws'** (sē'sōz'). We went up and down on the *seesaws* in the park.

\***sen'a tors** (sēn'ā tērz). The *senators* are appointed to office for life.

\***sen'ior** (sēn'yēr). 1. A student in his last year. He is a *senior* in high school. 2. For older pupils. We have a *senior* high school.

\***sent'ence** (sēnt'ns). 1. A group of words expressing a complete thought. What you have just read is not a *sentence*. 2. To give a stated punishment to. The judge will *sentence* the prisoner tomorrow.

**set'ting** (sēt'ing) 72. 1. She was busy *setting* the table. 2. The lake made a lovely *setting* for the cabin. 3. The sun is *setting* now.

**set'tled** (sēt'ld) 46. Established. They were well *settled* in their new home by summer.

\***set'tle ment** (sēt'l m'nt). Recently established colony. After the first hard winter the *settlement* grew very fast.

**sev'en teenth'** (sēv'n tēnth') 82. Next after sixteenth. Our first colonies were started in the *seventeenth* century.

**shark** (shārk) 22. A large fish. It is often dangerous to swim near a *shark*.

**sharp'en** (shār'p'n) 44. Make

ū, use; ũ, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

sharp. Father will *sharpen* the knife before he carves the turkey.

**\*shells** (shělz). 1. Hard outer parts. Hickory nuts have hard *shells*. 2. Cartridges or bullets. My father bought *shells* for his shotgun.

**\*shelves** (shělvz). More than one shelf. The carpenter built two new *shelves* for our dishes.

**\*shin'gle** (shǐng'g'l). 1. A thin piece of material used to cover a roof. Father is going to nail down the *shingle* that is loose. 2. Put thin pieces of material on a roof. The men are going to use wooden shingles to *shingle* our roof.

**\*shipped** (shipt). Transported from one place to another, often in a ship. Iron ore and wheat are *shipped* on the Great Lakes. Machinery is *shipped* by train. Vegetables are *shipped* by truck. Valuables are *shipped* by airplane.

**ship'ping** (shīp'ing) 74. 1. Port Arthur is an important *shipping* point on the Great Lakes. 2. *Shipping* things by water is much cheaper than *shipping* them by air.

**\*shoot'ing** (shōōt'ing). 1. Firing guns. In the revolution people were *shooting* in the streets. 2. Photographing. The movie man was *shooting* the last part of the picture.

**\*shoul'der** (shōl'dēr). He carried the package on his *shoulder*.

**should'n't** (shōōd'n't) 28. Contraction for *should not*.

**\*sides** (sīdz). 1. Faces. A cube has six *sides*. 2. Opposing groups. It was a victory for both *sides*. 3. Takes the part of. He *sides* with his brother.

**sig'nal** (sīg'n'l) 68. 1. The red light at the corner is a *signal* to stop. 2. The man used a lantern to *signal* to the engineer that the train should not go on.

**signed** (sīnd) 48. Wrote one's name below. The business man *signed* his letters. The generals *signed* a peace treaty.

**sil'ly** (sīl'ī) 80. Foolish. The clowns smiled in a *silly* way.

**sim'ple** (sīm'p'l) 44. 1. Not elaborate. The furniture in the cottage was *simple* but comfortable. 2. Not difficult. The problem we had to do was a *simple* one.

**\*sits** (sīts). 1. Does sit. She *sits* in the front row. 2. Meets for business. The court *sits* every Wednesday.

**\*six'teenth'** (sīks'tēnth'). Next after fifteenth. The *sixteenth* day is at the middle of the month.

**skil'let** (skīl'īt) 18. A frying pan. We took a *skillet* with us when we went camping.

ā, ate; ä, at; ä, are; â, care; á, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; I, is; ō, old; ō, not; ō, obey; ô, or;



## SKIRT

**skirt** (skûrt) **16.** I wore my new sweater and *skirt* to school.

**\*slammed** (slămd). Closed with a bang. She *slammed* the door and woke up the baby.

**\*sleeves** (slēvz). The *sleeves* of my dress are too long.

**\*slice** (slis). 1. Mother asked me to *slice* the bread. 2. May I have another *slice* of cake?

**\*slick** (slik). Smooth. The horse's coat looked *slick*.

**slip'per y** (slip'ēr ĭ) **12.** We had to walk slowly because the streets were *slippery*.

**\*slow'er** (slō'ēr). Not so fast. Compared with riding, walking is *slower*.

**small'pox'** (smôl'pöks') **46.** A serious disease that often leaves marks on the body. There are few cases of *small-pox* in this country now.

**smile** (smil) **68.** 1. He looked up to *smile*. It was a pleasure to see Julia's *smile* when she learned she had won first prize.

**smooth** (smōōth) **62.** 1. The *smooth* water was like a mirror. 2. The little old lady tried to *smooth* her apron with her hands.

**\*some' day'** (sŭm'dā'). On some future day. I hope that *some day* I shall have time to read this book.

**soup** (sōop) **62.** Hot liquid food. The *soup* we had for

## SPOTS

lunch was delicious.

**sour** (sour) **62.** 1. Vinegar is *sour*. 2. The cream became *sour*.

**space** (spās) **44.** 1. There is plenty of *space* in the corner for the new table. 2. *Space* out the tomato plants when you put them in the garden.

**spade** (spād) **34.** 1. We shall need a *spade* to dig a hole for the new bush. 2. When do you think you will have time to *spade* up the flower garden?

**\*spark** (spärk). A *spark* from the fireplace flew out into the room.

**speed** (spēd) **44.** 1. Swiftmess. The automobile was traveling at great *speed*. 2. Travel swiftly. Watch the horses *speed* around the track.

**spoil** (spoil) **28.** 1. I do not want to *spoil* the story by telling you how it ends. 2. The fruit will *spoil* if it is not kept in a cool place.

**\*spools** (spōolz). Mother has *spools* of thread of many different colours.

**spoon** (spōon) **20.** We put a knife, a fork, and a *spoon* at each place at the table.

**sport** (spōrt) **80.** 1. Game. The *sport* I like best of all is football. 2. Fun. It was great *sport* to make a snow man.

**\*spots** (spōts). 1. Soiled places.

û, use; ŭ, us; û, turn; û, unite; ôō, shoot; ôō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.



## SPRAY

Can you take the *spots* off my coat? 2. Sees by looking sharply. He always *spots* a coming airplane before I do!

\***spray** (sprā). The men are going to *spray* the trees to get rid of the insects.

\***sprin'kle** (sprīng'k'l). 1. Some people think it is best to *sprinkle* the flowers in the evening. 2. Mother is going to *sprinkle* a little red pepper on the potato salad.

**square** (skwār) 62. 1. The boy marked off a *square* on the playground for his game. 2. In the city there is a pleasant *square* where people may sit out-of-doors and enjoy the sun.

\***squeeze** (skwēz). 1. Try to *squeeze* through the crowd to get nearer the speakers. 2. Next we must *squeeze* the lemons. 3. The baby gave the rubber doll a *squeeze*.

**stage** (stāj) 42. 1. The principal talked to us from the *stage*. 2. We plan to *stage* a play about the war. 3. She has reached the *stage* where she is learning to write her name.

**stakes** (stāks) 88. 1. The men played the game for high *stakes*. 2. They tied the horses to *stakes* for the night.

**state'ment** (stāt'm'nt) 64. 1. The superintendent made a *statement* about the work of

## STRETCH

the schools during the past year. 2. Father receives a *statement* from the bank every month.

**steal** (stēl) 82. Take something that one should not take. If you do not put that money in a safe place, perhaps someone will *steal* it.

**steam** (stēm) 74. Some ships are run by *steam*. We heat our house with *steam*.

\***steers** (stērz). 1. Male cattle raised for beef. The *steers* are ready to go to market. 2. Guides. The driver *steers* the automobile.

\***stir** (stûr). 1. *Stir* the sugar in your coffee. 2. The circus caused a great *stir* in the town. 3. There was no wind; I could not see a leaf *stir*.

\***stitch'es** (stīch'iz). The doctor put three *stitches* in my finger when I had cut it.

**stoop** (stōōp) 18. 1. Never *stoop* to cheating. 2. Please *stoop* down and pick up the paper for me. 3. We sat on the *stoop* to rest.

\***stran'ger** (strān'jēr). 1. One unknown. The dog barked at the *stranger*. 2. More unusual. I could not imagine a *stranger* story.

\***strap** (străp). 1. *Strap* your books together to carry them. 2. I bought a leather *strap* for my watch.

**stretch** (strēch) 12. 1. *Stretch*

## STRIKE

your hands up high. 2. *Stretch* the rubber band to put it around all the papers. 3. We came to a rough *stretch* in the road.

**strike** (strĭk) 80. 1. Did lightning *strike* that tree? 2. Don't *strike* a match unless you really plan to use it. 3. I heard the clock *strike* four. 4. The baby did not mean to *strike* you. 5. Thousands of men were idle because of the *strike*.

**\*strips** (strĭps). 1. Grandmother tore *strips* of cloth for the rag rug. 2. There are *strips* of barren land along the coast. 3. The boy *strips* the leaves from the branches.

**\*struck** (strĭk). Did strike. 1. The ball *struck* the side of the house. 2. We could hear the clock in the tower when it *struck* the hour. 3. Clare's little story *struck* us as funny.

**stud'ies** (stŭd'ĭz) 38. 1. School subjects. History and geography are social *studies*. 2. The boy *studies* his lessons right after supper.

**stunts** (stŭnts) 42. 1. Tricks. The clowns in the circus did funny *stunts*. 2. Stops the growth of. Cold weather all year *stunts* the trees.

**style** (stĭl) 24. 1. Do you like the *style* of my new dress? 2. She writes in an interest-

## SWITCH

ing *style*.

**sub tract'ing** (sŭb trăk'tĭng) 38. Taking away. *Subtracting* ten from fifteen was not hard for the boy.

**sub'tra hend'** (sŭb'tră hĕnd') 38. The number to be taken from another. The *subtrahend* is 5 in this example: 16 — 5.

**suc cess'** (sŭk sĕs') 68. You will have to work hard if you wish to have *success* as a doctor. The fair to raise money for the blind was a big *success*.

**sun'shine'** (sŭn'shĭn') 88. We were glad to see the *sunshine* after three rainy days.

**sur round'ed** (sŭ round'id) 86. An island is *surrounded* by water.

**sweep** (swĕp) 32. 1. Today we must *sweep* the floor and dust. 2. As we looked from the window, we could see a great *sweep* of mountains.

**swept** (swĕpt) 46. 1. A strong wind nearly *swept* me off my feet. 2. Before we start the furnace fire, we must have the chimney *swept*.

**swift** (swĭft) 12. Fast. There is a *swift* current in that river. **swift'ly** (swĭft'li) 58. Quickly. The airplane rose *swiftly* from the ground.

**switch** (swĭch) 66. 1. He turned on the electric *switch*. 2. Our train stopped so we

## TABLESPOONS

could *switch* to the next track. 3. With a *switch* of his tail, the dog knocked over the little table.

## T

**\*ta'ble spoons'** (tā'b'l spōonz').

Large spoons, used for serving or for measuring. These silver *tablespoons* should be polished.

**tab'lets** (tāb'līts) 58. 1. The artist bought two *tablets* of drawing paper. 2. The names on the metal *tablets* are the names of soldiers who died in the war. 3. The medicine was made up in little white *tablets*.

**\*tacks** (tāks). 1. Small, sharp nails. I put some *tacks* in the rug so that it would not slide around. 2. Fastens with small nails. Mother usually *tacks* a border on the shelf over the sink.

**\*tad'poles'** (tād'pōlz'). Young frogs when they look quite different from full-grown frogs. *Tadpoles* have tails, but full-grown frogs do not.

**tame** (tām) 12. 1. Gentle. Not wild. The dog is now a *tame* animal. 2. Make gentle. It is not easy to *tame* a tiger.

**\*tan** (tān). 1. Light brown. I decided to wear my *tan* shoes. 2. Soak in a special liquid. The men will have

## THIRSTY

to *tan* those hides before they can be used for leather.

**\*tax'i cabs'** (tāk'sī kābz').

Automobiles that may be hired for short rides. On rainy days the men who drive *taxicabs* are very busy.

**tea'cups'** (tē'kūps') 20. Cups from which tea is drunk.

Mother is very careful of her best china *teacups*.

**teased** (tēzd) 66. Made one unhappy in little ways, often in fun. Lee *teased* the kitten.

**tea'spoon'** (tē'spōon') 20. Small spoon. Take your *teaspoon* out of the cup after you stir the tea.

**tel'e gram** (těl'ē grām) 36. A message sent over a wire by electricity. Father sent us a *telegram* to tell us on which train he would arrive home.

**tem'ples** (tēm'p'lz) 78. 1. Places of worship. Some beautiful Greek *temples* were built thousands of years ago. 2. Sides of the forehead. The hair at his *temples* had turned gray.

**\*texts** (tēkstz). Books prepared for use in schools. We have new geography *texts*.

**theirs** (thārz) 32. Belonging to them. That isn't our bus, it's *theirs*.

**\*thirst'y** (thûrs'tī). Needing a drink. The walk in the hot sun made me very *thirsty*.

ā, ate; ă, at; ă, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or;

- \*thir'teenth'** (thûr'tēnth'). Next after twelfth. Mother said she would be home the *thirteenth* of May.
- thir'ty** (thûr'tī) **22.** Three times ten. There are *thirty* days in April, June, September, and November.
- thrif't** (thrīft) **60.** Saving. Careful spending. By *thrif't* Mrs. Scott saved enough money to put her son through college.
- throw'n** (thrōn) **66.** The stone he had *thrown* into the water made bigger and bigger circles.
- \*thumb** (thŭm). 1. The short, thick finger on each hand. We hold the pencil between the *thumb* and first finger. 2. The part of a glove or mitten into which the short, thick finger of each hand goes. There is a hole in the *thumb* of this old glove.
- tick'et** (tĭk'it) **34.** A piece of cardboard or paper showing that one has the right to do something. I have my railroad *ticket* for the trip to Vancouver. Each *ticket* for the school play cost a quarter.
- tigh't** (tīt) **28.** 1. Fitting closely. These shoes are *tight* and hurt my feet. 2. Firmly. When Jack took me down the hill on his sled, I held on *tight*.

- tim'ber** (tĭm'bēr) **18.** 1. Standing trees, ready for cutting. There are thousands of acres of *timber* in this forest. 2. A piece of wood already shaped for use in building. A *timber* stretched across the fireplace.
- tires** (tīrz) **36.** 1. Father is going to put the *tires* on different wheels so that they will last longer. 2. It *tires* Grandmother to walk far.
- \*ti'tle** (tī't'l). Name. What is the *title* of this story?
- \*toast** (tōst). 1. Maud likes butter on her *toast*. 2. We are going to *toast* the bread for breakfast.
- to bac'co** (tō bāk'ō) **32.** A plant, the leaves of which are used for smoking or chewing. The hail has cut the leaves of the *tobacco* plants.
- \*toi'let** (toi'līt). Having to do with getting cleaned and dressed. Combs and brushes are *toilet* articles.
- \*ton'sil li'tis** (tōn'sī lī'tīs). Disease of the tonsils. When I had *tonsillitis* my throat was so sore I could hardly eat.
- torn** (tōrn) **30.** 1. She had *torn* her dress on the nail in the fence. 2. Soon that old house will be *torn* down.
- touch** (tŭch) **68.** 1. Sue didn't *touch* the book because her hands were dirty. 2. I will

write to you often so that we can keep in *touch* with each other. 3. The artist will *touch* up the picture.

**tough** (tŭf) 74. The butcher had sent a *tough* piece of meat. We found that building a log cabin was a *tough* job.

**tow'el** (tou'ĭ). 16. Dry your hands on the clean *towel*.

**\*trac'tor** (trăk'tēr). A self-moving vehicle used to pull other vehicles or machines. He pulled the plough with a *tractor*.

**\*train'ing** (trān'ing). 1. Giving instruction to. The officer is *training* the soldiers. 2. Keeping fit. I am *training* for the athletic meet.

**trash** (trăsh) 72. Useless stuff. You shouldn't throw *trash* in the street.

**treat** (trēt) 18. 1. Behave toward. The men at the circus *treat* all the animals well. 2. A gift of something good to eat or drink or pleasant to do. For my birthday *treat* we had ice cream and cake.

**treat'ment** (trēt'm'nt) 78. 1. Care. The people who lost their homes in the flood received kind *treatment* from their neighbours. 2. Method of preparation or care. A doctor discovered a new *treatment* for colds.

**\*tri'an'gle** (trī'ăng'g'l). 1. A

flat figure with three sides. There is an office building in New York City that is built in the shape of a *triangle*. 2.

A metal musical instrument that has three sides. A sweet sound came from the *triangle* when it was struck.

**\*trim** (trĭm). 1. Shape by cutting. It was my job to *trim* the bushes. 2. Neat. Aunt Margaret looked very smart and *trim*.

**\*trimmed** (trĭmd). 1. Decorated. My dress is *trimmed* with two blue bows. The Christmas tree was soon set up and *trimmed*. 2. Shaped by cutting. Bruce is going down to the barber's to get his hair *trimmed*.

**tube** (tŭb) 36. 1. Please buy a *tube* of tooth paste. 2. I think the radio would sound better if it had a new *tube*. 3. Father bought a new *tube* for one of the tires. 4. In the science class the teacher first filled a glass *tube* with water and heated it.

**\*twen'ties** (twĕn'tĭz). The numbers from twenty through twenty-nine. A number in the *twenties* is a two-place number.

**\*twen'ty-five'** (twĕn'tĭ fĭv'). Twenty and five. A quarter of a dollar is *twenty-five* cents.

**twen'ty-one'** (twĕn'tĭ wŭn')

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ō, or;

38. The number after twenty. Now that my brother is *twenty-one* years old he can vote.

## U

\***um'pire** (ũm'pīr). A person who directs the playing of a game and decides whether the rules have been broken. The *umpire* said there had been a foul.

**un a'ble** (ũn ā'b'l) 72. Finding it not possible. I have been *unable* to leave the house because of illness.

\***un'der neath'** (ũn'dēr nēth'). Beneath. The pencil rolled *underneath* the desk.

**un'der stood'** (ũn'dēr stōōd') 66. Knew what something meant. The boy came from abroad and *understood* only a little English.

**un'ex pect'ed** (ũn'ěks pěk'tíd) 22. The arrival of Uncle George and Aunt Ruth was an *unexpected* pleasure.

**un hap'py** (ũn hăp'ī) 36. Sad. Charles was *unhappy* because he had lost his dog.

**un'ion** (ũn'y'n) 48. 1. A group come together for a common purpose. Our country is a *union* of ten provinces. 2. A labour association. The workers joined the *union*. 3. Of a labour association. This is a *union* shop.

**u'nit** (ũ'nīt) 54. 1. An inch is a *unit* of length. 2. We have completed the *unit* on the western provinces.

**u nit'ed** (ũ nīt'íd) 51. Joined together for a common purpose. The people *united* in raising the needed money.

**un known'** (ũn nōn') 24. Not known. Not familiar. The region around the South Pole is *unknown* to most of us.

**un less'** (ũn lēs') 28. If not. We cannot use our sleds *unless* there is snow.

\***un load'ing** (ũn lōd'íng). Removing. The men were *unloading* bananas from the ship.

\***up set'** (ũp sět'). 1. Be careful not to *upset* the small table. 2. We were *upset* because we thought we would not have enough cake for everyone.

\***us'ing** (ūs'íng). Employing, getting help from. They were *using* fence posts for fuel in the great storm.

## V

**va'cant** (vā'k'nt) 34. Empty. The family is gone, and the house is *vacant*.

**va nil'la** (vā nīl'ā) 62. A sweet flavouring obtained from the bean of a plant that grows in warm countries. Do you like *vanilla* ice cream?

ũ, use; ũ, us; û, turn; û, unite; õõ, shoot; õõ, foot; ou, about; oi, oil; tũ, nature; th, then; th, thin; zh, garage.



**var'i ous** (vâr'ĩ ũs) 38. Different. We saw *various* kinds of animals in the cages.

**\*var'nish** (vâr'nış). 1. A liquid coating applied like paint to protect a surface. Be careful not to knock over the can of *varnish*. 2. To apply a liquid coating. We ought to *varnish* the floor again.

**verb** (vûrb) 82. A word that shows action or being. The word "walk" is a *verb* of action. The word "am" is a *verb* of being.

**view** (vũ) 74. 1. We went to the top of the mountain to see the *view*. 2. We got out of the car to *view* the scene. 3. A few small oaks were the only trees in *view*.

**\*vin'e gar** (vĩn'ê gēr). A sour liquid. Aunt Sara put *vinegar* in the salad dressing.

**\*vines** (vĩnz). Climbing plants. *Vines* cover one side of our garage.

**vis'i tor** (vĩz'ĩ tēr) 72. Guest. Today a *visitor* came to see our school.

**\*vol ca'noes** (võl kâ'nōz). Mountains that send out steam, smoke, and hot rock. *Volcanoes* sometimes destroy whole cities.

**vol'ley ball'** (võl'ĩ bôl') 80. A game in which two teams toss a large ball across a net. In *volleyball* there are usually

six people on a team.

**vote** (vôt) 86. 1. Did your father *vote* for the town officers at the last election? One may *vote* at the age of twenty-one. 2. My *vote* was for the side that lost.

**voy'age** (voi'ĩj) 74. A journey by water. Years ago a *voyage* across the Atlantic Ocean was made in a sailing vessel.

## W

**\*waist** (wāst). The water in the pool was up to my *waist*. Sally measures twenty-six inches around the *waist*.

**\*want'ing** (wônt'ĩng). 1. *Wishing*. Not *wanting* to wait any longer, they went home. 2. *Lacking*. They were not *wanting* in courtesy.

**\*wa'ter mel'on** (wô'tēr mēl'n). A large fruit with a hard covering. We each had a slice of the juicy *watermelon* for dessert.

**wave** (wāv) 36. 1. Curved moving line of water, air, light, or force. The *wave* broke on the beach. His was a short-*wave* radio. 2. To swing. *Wave* your hand when you are ready.

**\*waves** (wāvz). 1. We had fun jumping through *waves* in the ocean. 2. He *waves* his hand.

**wax** (wāks) 58. 1. Bees give us *wax*. 2. Mother is going to



## WEAK

*wax* the furniture today. 3.  
*Wax* is used for candles.

**weak** (wēk) 18. Not strong.  
 She felt *weak* for a few days  
 after she had been ill. He  
 wore glasses because his eyes  
 were *weak*. I should like a  
 cup of *weak* tea.

**weav'ing** (wēv'ing) 82. The  
 children in the first grade  
 were *weaving* baskets. The  
 people in that factory are  
*weaving* cotton cloth.

**wel'fare'** (wēl'fâr') 34. Health  
 and happiness. Parents take  
 care of their children's *wel-*  
*fare*.

**what ev'er** (hwöt ěv'ěr) 90.  
 1. *Whatever* you do you  
 should do as well as you can.  
 2. They had no food *what-*  
*ever*.

**what's** (hwöts) 88. Con-  
 traction for *what is*.

**whip** (hwíp) 80. 1. With the  
 crack of the *whip* the team of  
 horses was off. 2. I never  
 saw the man *whip* his dog.

**\*who ev'er** (hōō ěv'ěr). What-  
 ever person. *Whoever* goes  
 out in this rain will get wet.

**\*width** (wíth). Distance from  
 side to side. The room is ten  
 feet in *width*.

**wind'y** (wín'dī) 76. With much  
 wind. It was a cold and  
*windy* day in March.

**\*wipe** (wíp). Rub to make  
 dry. I told Mother I would

## WOUND

*wipe* the dishes and put them  
 away.

**wolves** (wöolvz) 60. More than  
 one wolf, which is an animal  
 somewhat like a dog. The  
 shepherd always tried to pro-  
 tect his sheep from the  
*wolves*.

**wool'len** (wööl'in) 90. Made  
 from the hair of sheep or  
 some other animals. He  
 wears a *woollen* cap in winter.

**worse** (wûrs) 30. The storm  
 grew *worse* and *worse*.

**wor'ship** (wûr'shíp) 42. 1.  
 Give honour and respect to.  
 We go to church to *worship*  
 God. 2. Honouring of God  
 or gods. The *worship* of God  
 in one's own way is allowed  
 in this country.

**worth** (wûrth) 68. 1. Most  
 important facts are *worth*  
 remembering. 2. How much  
 is the skin of a squirrel  
*worth*? 3. Millions of dollars'  
*worth* of goods are sold  
 abroad each year.

**wound** (wound) 28. Did wind.  
 Father *wound* the clock once  
 a week. Mother *wound* the  
 yarn before she started to  
 knit.

**wound** (wōōnd). 28. 1. Injury.  
 The *wound* in my hand was  
 caused by a rusty nail. 2.  
 Injure. I did not think that  
 little knife would *wound*  
 him.

ū, use; ũ, us; û, turn; ù, unite; ōō, shoot; öö, foot; ou, about; oi, oil; tû, nature;  
 th, then; th, thin; zh, garage.

## WRAP

**wrap** (răp) 32. 1. Don't *wrap* the book. 2. *Wrap* the scarf around your neck. 3. She put her *wrap* on because she felt chilly.

## ZERO

### Z

**ze'ro** (zēr'ō) 38. A figure (0) that stands for nothing. The Romans did not use a *zero* in their numbers. One day last December the temperature was below *zero*.

## Your Extra Words

Here are your extra words in the order of importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of importance, be sure to find each word in your dictionary and to see how it is pronounced and what it means.

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. schools     | 34. provided    | 67. rod         |
| 2. sides       | 35. width       | 68. grounds     |
| 3. moss        | 36. hem         | 69. shingle     |
| 4. men's       | 37. jacks       | 70. sits        |
| 5. rum         | 38. screen      | 71. croquet     |
| 6. sentence    | 39. cobs        | 72. curry       |
| 7. pins        | 40. navy        | 73. devil       |
| 8. beautified  | 41. rust        | 74. enemies     |
| 9. stir        | 42. sleeves     | 75. hollow      |
| 10. poles      | 43. strap       | 76. limb        |
| 11. varnish    | 44. whoever     | 77. rail        |
| 12. rub        | 45. fellows     | 78. texts       |
| 13. settlement | 46. tractor     | 79. thumb       |
| 14. training   | 47. peaches     | 80. fudge       |
| 15. wipe       | 48. reserves    | 81. hooky       |
| 16. sandy      | 49. rusty       | 82. pier        |
| 17. vinegar    | 50. bathing     | 83. quiz        |
| 18. keeping    | 51. tablespoons | 84. radiator    |
| 19. shells     | 52. branch      | 85. rinse       |
| 20. rid        | 53. fountain    | 86. rotten      |
| 21. ma'am      | 54. joy         | 87. sawed       |
| 22. pocketbook | 55. prison      | 88. triangle    |
| 23. pop        | 56. readers     | 89. trimmed     |
| 24. runner     | 57. scrape      | 90. wanting     |
| 25. some day   | 58. seesaws     | 91. anniversary |
| 26. toilet     | 59. strips      | 92. cord        |
| 27. twenties   | 60. blanket     | 93. crepe       |
| 28. calves     | 61. saucers     | 94. dough       |
| 29. in.        | 62. shooting    | 95. drawer      |
| 30. spots      | 63. twenty-five | 96. elementary  |
| 31. using      | 64. unloading   | 97. fan         |
| 32. tacks      | 65. watermelon  | 98. graders     |
| 33. Bible      | 66. bend        | 99. greasy      |

100. injured	139. racket	178. indoors
101. marshmallows	140. senators	179. knees
102. mosquitoes	141. senior	180. pat
103. numerals	142. sixteenth	181. pistols
104. parachute	143. slower	182. plentiful
105. quack	144. taxicabs	183. pure
106. quicker	145. tonsillitis	184. rim
107. rodeo	146. accused	185. shoulder
108. screws	147. bulldog	186. slice
109. sprinkle	148. cones	187. spark
110. squeeze	149. crumbs	188. spray
111. stitches	150. eighteenth	189. steers
112. tadpoles	151. gain	190. stranger
113. thirsty	152. grapefruit	191. underneath
114. umpire	153. key	192. vines
115. batter	154. kindly	193. breast
116. bore	155. lemon	194. chilly
117. brace	156. mould†	195. colony
118. funds	157. mule	196. eleventh
119. lemonade	158. noisy	197. fowl
120. majestic	159. peddler	198. happier
121. Negro	160. sauce	199. hardware
122. propeller	161. shelves	200. layer
123. shipped	162. struck	201. lowest
124. slammed	163. thirteenth	202. mate
125. spools	164. title	203. peel
126. tan	165. trim	204. peninsula
127. upset	166. advertise	205. proved
128. volcanoes	167. bent	206. slick
129. bleeding	168. carpet	207. toast
130. buckle	169. cigar	208. ankle
131. checkers	170. cigarettes	209. anyhow
132. copied	171. colder	210. lilies
133. evergreen	172. correspond	211. mighty
134. jaw	173. expense	212. pity
135. letting	174. experiment	213. waist
136. loop	175. golf	214. alarm
137. mend	176. gulf	215. waves
138. pennies	177. honourable†	



## Date Due

[illegible]

EDUCATION LIBRARY

PE 1145 G25 1950 GR-4-6  
GATES ARTHUR IRVING 1890-  
THE PUPILS OWN VOCABULARY  
SPELLER/

39340601 CURR HIST



\*000005745641\*

PE 1145 G25 1950 [gr.4-6]  
Gates, Arthur Irving, 1890-  
The pupils' own vocabulary  
speller /

39340601 CURR HIST

EDUCATION LIBRARY



